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ANNUAL REPORTS

ACADEMIC FREEDOM AND TENURE

ECONOMIC CONDITION OF THE PROFESSION

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EDITORIAL NOTE

The present issue continues the presentation of Annual Meeting material, to be completed in March with the remaining committee reports on Required Courses in Education and on International Relations.

A MESSAGE TO MEMBERS

The January *Bulletin* and the earlier chapter letter contained an interesting proposal for personal assistance to members of the profession. Replies so far received tend to justify the inference that, while there is much hardship, actual distress in the profession is not so widespread as to make any plan on a national scale necessary.

On the other hand, there is a substantial practical service which many members may be in a position to render during the next few months through existing channels. This is the season for appointments for summer and fall work. In spite of current conditions, many appointments will be made. If our Appointment Service can be utilized, the benefit to unemployed members and to the Association will be evident. Reminder notes about the Service have recently been sent to more than 500 college and university presidents. It is difficult and costly to reach deans and heads of departments in this way. A personal suggestion from a member to an appointing officer about the Service may meet a real need. For many of nearly 2000 members registered, the need is acute.

ANNUAL MEETING REPORTS

ACADEMIC FREEDOM AND TENURE REPORT OF COMMITTEE A¹

The Chairman of Committee A took office just at the beginning of the present economic depression, with the result that each year in the Annual Report it has been necessary for him to chronicle unparalleled activity in the work of the Committee. In accordance with the established practice, comparative tabulations of the work of the Committee on Academic Freedom and Tenure are presented herewith:

	1928	1929	1930	1931	1932
Cases pending January 1.....	10	5	10	8	20
New cases opened during the year.....	19	17	27	63	62
Old cases revived.....	0	3	1	4	0
	—	—	—	—	—
Total cases dealt with during the year	29	25	38	75	82
Cases apparently closed.....	24	15	30	55	74
	—	—	—	—	—
Cases pending at end of year.....	5	10	8	20	8

As pointed out by the Annual Report for 1931, the work of this Committee has become extremely heavy. The number of new cases opened in 1932 is roughly the same as the corresponding figure for the preceding year. This may indicate that the rush of complaints has reached its peak, and that there is a hope of a decline in 1933. But it should be remarked that during the past year the Chairman, under authority of a vote by the Council, has in his discretion very largely confined the attention of the Committee to complaints emanating from institutions on the Association's eligible list. This policy undoubtedly decreased the number of complaints. The whole course of the present depression has proved so unpredictable as to make the only safe comment about 1933 that "seeing will be believing."

Once again, the Committee has kept even with the work. Twenty cases were active at the end of the calendar year 1931, but at the present time there are only eight cases active, a condition of affairs very gratifying to report.

The following tabulation indicates the treatment of cases during the past five years:

¹ Presented at the Annual Meeting, December 29, 1932.

	1928	1929	1930	1931	1932
Cases withdrawn.....	2	6	11	7	18
Cases rejected or requiring no investigation or published notice.....	14	3	9	42	39
Cases in which statements have been published or planned, without visits...	6	6	3	7	3
Cases in which visits of inquiry have been made or planned.....	2	7	6	9	12
Cases otherwise handled.....	5	3	9	10	10
Total cases.....	29	25	38	75	82

Our Association has a three-fold purpose: (1) The raising of educational standards through encouragement to teachers and to productive scholars; (2) the safeguarding of academic thought and teaching; and (3) the protection of academic tenure.

If the sole aim of the organization were the protection of its members, if it were in truth, as it is frequently called, a "College Professors' Union," the Association would never have been born. Such a Union, if fully organized, could protect only the financial reward that comes to the professor, or the number of hours of work to be spent each day. Every college professor worthy of the name has higher ideals than the mere gaining of a livelihood. There is the joy of productive scholarship, the adding to the sum-total of human knowledge, and also the responsibility of passing on the torch of learning burning ever more brightly on account of his own particular efforts. To carry out these ideals, there must be freedom to work and to teach in one's own sphere of investigation.

The Association encourages its members to engage more fully in productive scholarship and to stimulate the students in the colleges by better teaching. The Association has no patience with the drones who unfortunately exist in all colleges and universities, who are doing routine teaching and nothing more, and who are dropping behind in their chosen subject by failures to attend meetings or to engage in scholarly research. In short, the purpose of the American Association of University Professors is parallel to those of such organizations as the Association of American Colleges, the Association of American Universities, the Carnegie Foundation for the Advancement of Teaching, and the National Research Council.

Each year the *Americana Annual* gives statistical information about the institutions of higher learning in the United States and Canada. In the United States alone there are about 700 institutions calling themselves "colleges" or "universities" with a total teaching

staff of over 70,000. Many of the colleges are of junior grade. Of the staffs of instruction enumerated, many assistants and instructors are included. Roughly speaking, there are 500 colleges and universities in the United States giving a fair grade of instruction or better, and there are 50,000 professors (assistant, associate, or full professors). About one-quarter of this number belongs to the Association. The average size of faculty in the American college or university is one hundred. One-fifth of the total have faculties in excess of one hundred members. Some of the faculties like Columbia, New York University, California, or Harvard are very large.

In the larger and more stabilized universities, conditions of academic freedom and tenure are usually more secure, and as a result it is comparatively rarely that the administration or the Board of Trustees runs counter to the established aims of the Association.

The cases brought to the attention of the Committee on Academic Freedom and Tenure come ordinarily from the 400 smaller colleges. The unusual economic conditions through which the world is now passing are shown by the large number of cases investigated by Committee A in the year 1932. Hence this year one out of every six of the smaller institutions of learning had its own particular problem resulting in the threatened discharge of a professor who appealed for help to the General Secretary or to the Chairman of Committee A.

It is well again to call the attention of the members to the fact that from the nature of things the members can ascertain so little of the business of Committee A through published reports in the *Bulletin*. Last year we had an important investigation in one great university, Ohio State, where we are greatly pleased to learn that Mr. Newton D. Baker has accepted an appointment to the Board of Trustees. This year, however, difficult questions arose in four large and important colleges or universities. With respect to a complaint received from Pennsylvania State College, it was finally decided to take no action. But this decision was not reached until a careful inquiry had been made and the President of the Association had visited the institution. Complaints from the University of Rochester and Syracuse University led to investigations of very considerable complexity. The fourth case here referred to was satisfactorily adjusted by conference between a member of Committee A and the chief administrative officers of the institution concerned. This fortunate outcome makes it unnecessary to mention names.

The preceding comment indicates an instance of successful con-

structive interposition by the Association. Several others appear in the year's record, including particularly effective exercise of good offices by the local chapter at Emory University. It is encouraging to find a considerable number of spontaneous applications by college presidents for advice or assistance in anticipating or adjusting difficulties.

The great volume of business during 1931 and 1932 has naturally led to the development of new methods for handling academic difficulties. In the cases of Rochester and Syracuse, above referred to, and also in cases involving Allegheny College, Hamline University, Macalester College, University of the City of Toledo, and Wagner College investigations have recently been conducted, reports made, and copies of these reports furnished the respective presidents and complaining parties without further publication. It is believed that under some conditions this method will have more satisfactory effects than the usual practice of publishing these reports. An opportunity is given for quiet removal of disturbing influences. Such a removal has, to give a further illustration, apparently rendered unnecessary an adverse report on conditions at Long Island University. At the same time it has been felt desirable to publish in this year's *Bulletin* several reports by investigating committees.

Where conditions at an institution are found to be generally undesirable, it is practicable and occasionally quite just to remove the college or university from the Association's eligible list. In the light of developments during 1932, it may become necessary for a time to take this step with increasing frequency, but of course with the hope that over any long period such action will rarely be called for. The first part of a Resolution adopted at the Annual Meeting in 1931 reads as follows:

Resolved, that when a duly authorized Committee of the American Association of University Professors finds, upon investigation, that a given college or university has been guilty of a serious breach of the principle of the freedom of teaching, involving the dismissal of one or more of its teachers, that upon recommendation of such Committee, and the endorsement of the Council of this Association, and a vote of the Association itself at its Annual Meeting, such college or university be placed upon a "non-recommended" list, this action to be published in the next issue of the *Bulletin*.

The Association has also instituted a practice of referring appropriate cases to such organizations as the American Medical Association or

the Association of Medical Schools. By this method technical problems are brought before those best equipped to deal with them. For several years close contacts have been made with the various regional associations of colleges and secondary schools, particularly with the North Central Association, the Middle States Association, and the Southern Association. Plainly, it is both possible and advisable to evolve effective cooperative procedure with these organizations. The American Civil Liberties Union has also proposed an increasing measure of cooperation. This is well worth while. The Union is not concerned primarily with problems of tenure, and can therefore turn such matters over to the Association. The Association, on the other hand, can transfer to the Union such problems of freedom of speech as are not directly connected with improper academic restraint.

In various parts of the country we still occasionally have to struggle to maintain academic freedom. In an address at the eighty-sixth anniversary of the New York Academy of Medicine, Dr. Walter B. Cannon of Harvard, a former member of Committee A, renewed the plea of physicians and surgeons for unhampered animal experimentation "as a means of solving the riddles of such diseases as infantile paralysis, cancer, and degenerative diseases." Dr. Cannon appeals to the public "to sustain medical investigators in their endeavors" and not to leave the struggle with legislators to physicians alone. In the far South, an investigating committee has just completed its visit to Texas Technological College where the main issue, which resulted in the discharge of a professor, seems to have been the question of fundamentalism. Unfortunately, politics seems to play a very important part in the affairs of some educational institutions in the country, particularly in the far South.

The present economic crisis, when jobs are so few, has increased the danger of arbitrary action by college administrations. Many dismissals have taken place on the plea of economy. It is difficult for the Association to know with certainty whether or not this is the real reason. In some of our colleges, certain professors are intimidated through threats of removal. All of which goes to show that we are living in difficult times.

In the carrying on of the business of Committee A, we are continually faced with the problem, particularly in large institutions, of where to place the responsibility for the threatened dismissal of a professor. A great university must carry on its business through the instrumentality of the president, the deans, and heads of departments.

Several cases have arisen in the past year where the dean or head of department, and not the president, has been the cause of the dismissal of a professor.

Some of the chapters have been unusually active during the past year in dealing with the business of Committee A. At one chapter a very careful investigation was made of all the issues involved in the local controversy, which information was of inestimable value to the investigating committee. Another chapter thought the entire responsibility should be left in its hands for the decision regarding the dismissal of a professor. This was an issue of such great importance to the Association that the members of Committee A were asked to express their opinions. The unanimous verdict was that the local chapter is always in too close touch with the issues at stake to be able to give a calm, judicial opinion regarding the merits of a particular case. It is, indeed, a very courageous soul who has backbone enough to express an opinion contrary to that known to exist in the mind of the president or dean. In one case this year the local chapter, with the full knowledge and approval of Committee A, did effect a conciliation. If, however, matters can not be amicably adjusted and an investigation must be undertaken, then this can be done in the best manner by a committee which is not local and which will have no fear of reprisals if its decision is against the administration.

The officers of the Association are frequently criticized for the failure of Committee A to have a professor retained after he has been dismissed by the college authorities. The Committee can use its good offices to make a conciliation, but manifestly it has not the power to compel the administration to accept its verdict. Occasionally, the Association receives praise from the professor, as is shown by the following letter received six months ago: "I want to express my deep appreciation for all that the Association has done for me, not only for the careful investigation of the unfortunate affair but also for the quick action which opened the way for me to secure a position where I shall have an excellent opportunity for service in our profession."

At about the same time the following letter was received from a college president: "I have just received and read with great interest the report of Professor ——— on his visit to our college. I can not refrain from writing you at once to express my appreciation of the thoroughness with which Dr. ——— has gone into the whole situation covering not only the particular case in itself but the general

background at the institution. He has, I think, shown himself to be discriminating and fair throughout."

In order to carry on the work of Committee A with greater efficiency it is proposed to select a group of twenty-five or more members in different parts of the country, who may be called upon by the Washington Office for informal advice or assistance in connection with problems which may need the attention of the Committee on Academic Freedom and Tenure. Heretofore, the General Secretary has habitually consulted present or former members of Committee A or chapter officers in the vicinity of the institution in question. It now seems advisable to further systematize this procedure. It will be appreciated that members nominated for the purpose should be persons of good professional standing and of sound judgment, and with a real interest in the important responsibility exercised by Committee A. The selection from the names proposed will be made by the Chairman of Committee A and the officers of the Association with due reference to geographical distribution. It is hoped that this plan may conduce to an expeditious handling of problems and occasionally to the adjustment of difficulties before they become acute.

The greatest single outstanding feature during the past year in the life of the Association has been the publication in the May *Bulletin* of its interesting history since the organization nearly twenty years ago. We point with pride to the great accomplishments of the Association in adding new dignity to the life of the college professor and in particular in making more secure the principles of academic freedom and tenure which it is the function of Committee A to uphold.

S. A. MITCHELL, *Chairman*

ECONOMIC CONDITION OF THE PROFESSION REPORT OF COMMITTEE Z¹

I. The Situation in General

Because funds to pay debts are peculiarly difficult for most educational institutions to raise, it has been important for colleges and universities which possess no contingency reserves promptly to cut expenditures to offset a shrinkage in income. The alternative would be the accumulation of a debt which would hamper the development of the institution. By reducing the outlay for maintenance, by cutting miscellaneous expenses which do not directly concern the

¹ Presented at the Annual Meeting, December 28, 1932.

instruction of students, by undertaking no new construction except where special funds are provided, by not making appointments to vacancies, and by other methods, most administrations have made a vigorous effort to avoid dismissing members of the teaching staff or reducing salaries. It has been generally recognized that security of tenure and of income is the principal economic attraction of the teaching profession and the principal compensation for the fact that the abler teachers are paid substantially less than men of comparable ability in commercial work, and the danger of permitting the depression to undermine the outstanding economic attraction of the teaching profession has been keenly realized. A substantial proportion of the stronger institutions has been able to avoid salary cuts and reductions in staffs. Returns received by the American Council on Education from 168 institutions in April, 1932, indicated that two-thirds expected to balance their budgets for the year 1932-33 without reducing professors' salaries, although 40 percent expected to reduce the size of their staffs. So rapidly is the situation changing, however, that these figures can not be considered up to date. A slightly more recent inquiry by the Office of Education in the Department of the Interior gives the following results for 1932-33 budgets:

Neither Salary Cuts Nor Decrease in Staff	Salary Cuts, but No Decrease in Staff	Decrease in Staff, but No Salary Cuts	Both Salary Cuts and Decrease in Staff
31	40	18	69

II. *Reductions in Staff*

In most institutions the possibility of cutting staffs has been limited by the fact that enrolment has remained stationary or has dropped by a small amount only. In 1931-32 college and university enrolment for the country as a whole was slightly larger than in 1930-31. Last spring many institutions planned their 1932-33 budgets on the assumption that enrolment would drop by 10 percent or 15 percent. This fear has not been realized at most institutions. The preliminary figures of President Walters, of the University of Cincinnati, show decreases of only $4\frac{1}{2}$ percent in full-time students, and 7 percent in the grand total enrolment in 438 colleges and universities. Naturally there is a spread in the returns, and some institution have suffered much greater losses than others.

A survey by this Committee last spring, covering, in the main, larger and stronger institutions, indicated a reduction in staff from

6482 in 1931-32 to 6271 in 1932-33, or 3.2 percent. A survey of the Office of Education indicated a decrease of only 300 in the teaching staff of 200 public and private universities. This would indicate a decrease of 1500 for all universities and colleges in the United States if the percentage in the sample is typical.

The decrease in teaching staffs has, in the main, been accomplished (1) by not filling vacancies; and (2) by terminating temporary appointments. The former procedure has been adopted in greater or less degree by almost all institutions, with the result that men who have been displaced have found great difficulty in obtaining positions in college or university work.

The extent to which staff reductions have been achieved by terminating temporary appointments is indicated roughly by the fact that a shrinkage of 191 places out of a total shrinkage of 211 in the 38 institutions reporting to your Committee occurred in the grades of instructor or part-time assistant. Indeed, among professors and associate professors there was no decrease at all, but an increase of two and a half places.

III. Salary Reductions

Information in the file of the Committee covering 108 institutions indicates that up to the close of the academic year 1931-32, 81 had made no cuts. Seven had reduced salaries 5 percent or under; 15 had made cuts of 6 percent to 10 percent; one of 11 percent to 15 percent; and 4 of over 15 percent. Information in the Committee's file for the year 1932-33 is still exceedingly incomplete and covers only 57 institutions. Of these, 19 have not made salary cuts; 4 have made cuts of 5 percent; 20 of from 6 percent to 10 percent; 7 of from 11 percent to 15 percent; and 7 of over 15 percent. The latter figures are cumulative including all previous cuts. Graduated reductions are included in the class in which the highest cut falls.

More complete information is published by the United States Office of Education in its Circular Number 58. This is summarized in the following table which covers 57 publicly controlled and 50 privately controlled institutions.

It will be observed that slightly less than one-third of the institutions are making no cuts this year. Two-thirds of the cuts are 10 percent or less. Except when the cuts are very small, there is a tendency to graduate them. In 48 instances out of the 76 the scale was graduated. In nearly every instance this means a higher per-

Salary Changes 1932-33

	None	1-5%	6-10%	11-15%	Over 15%
57 publicly controlled institutions	14	F 5 G 3	F 11 G 13	F 1 G 5	F 0 G 5
50 private institutions	17	F 2 G 3	F 7 G 6	F 1 G 6	F 1 G 7
All 107	31	F 7 G 6	F 18 G 19	F 2 G 11	F 1 G 12

F refers to flat cuts.

G refers to graduated cuts. The latter were classified according to the average rate or, when this could not be done, according to the highest.

centage reduction for men receiving higher salaries. At least one case, however, has come to the Committee's attention in which the percentage was greater for the men with smaller salaries. Not infrequently salaries of less than a certain amount—\$1000 or \$1500—are exempted from reduction. On the whole, it is probably proper that the men receiving the highest salaries should be cut by the largest percentages. Nevertheless, a strong case exists for not making the spread in the percentages too great. The recent study of salary trends by the General Education Board indicates that, in terms of purchasing power, the salaries of professors gained less between 1914-15 and 1926-27 than the salaries of instructors:

	<i>Men's and Co-Educational Schools</i>		
	<i>"Class A"</i>	<i>"Class B"</i>	<i>"Class C"</i>
	<i>Group</i>	<i>Group</i>	<i>Group</i>
Professors	-8 percent	+8 percent	0 percent
Associate Professors	0 percent	+1 percent	-4 percent
Assistant Professors	-13 percent	+15 percent	+1 percent
Instructors	+16 percent	+21 percent	+7 percent

IV. Security of Tenure and Staff Reductions

Although staff reductions in most institutions have been small, there are scattered instances of rather drastic cuts. A college in the Middle West has eliminated the Department of Philosophy. An eastern college has dropped 10 members of its staff although cutting salaries only 5 per cent. The men dropped included one full professor of seven years' standing and another of even longer tenure who would automatically be retired in one more year.

The pruning of staffs within the next year may raise serious questions of security of tenure. Unwise and poorly directed expansion has resulted either in wasteful duplication or in the occupation of more

fields than the institution can afford to occupy—fields which are not essential to the general educational program. Certainly one of the chief benefits which may be expected from the depression should be a careful examination by institutions of their aims and of the fields of work which they can wisely occupy and a more skillfully organized and directed concentration of resources within carefully delimited areas. But when and how should institutions abandon activities which they never should have entered? Should men on permanent tenure be dropped in the midst of a depression simply because mistakes were made in planning the development of the curriculum? It is plain that the preservation of the principle of security of tenure requires that expansion into new fields be conservatively and wisely planned, and that it be limited by careful estimates of the future financial resources of the institution.

The termination of temporary appointments also raises questions of tenure. It is true that there is no technical obligation to re-hire men employed on one-, two-, or three-year appointments. But whatever the technical rights of the parties, it is not ordinarily contemplated that temporary contracts will be terminated simply because the financial condition of the institution is unsatisfactory. Surely the principle of security of tenure imposes an obligation on colleges and universities to plan their development so that dropping of temporary appointees will not be required for financial reasons only. In case financial difficulties arise, men on temporary appointment should not be selected to bear the brunt of the burden and to protect the rest of the faculty from salary reductions. This principle was recognized in the interim report presented by this Committee to the Council at the meeting on April 24, and was embodied in a resolution by the Council.¹ It is realized that conditions in different institutions are different. In some instances (as in the case of accountants, lawyers, business men, or engineers brought in from the outside to give special courses) men on temporary appointment may have distinctly less claim on the institution than other members of the faculty. In other cases, where the shrinkage in income has been particularly severe, the dropping of some men may be the only

¹ (1) Every effort should be made to effect necessary economies with out any change of the general salary scale.

(2) In cases where a modification of the salary scale can not be avoided, it should be explicitly recognized as temporary rather than permanent or indefinite, so that the restoration of the former scale will be a first charge on the future budget.

(3) Under present conditions where a reduction in the salary budget is necessary, it should be shared by the entire staff, from the president down, through temporary deductions from salaries and not be accomplished at the expense of junior members by dismissing assistants, instructors, or others on short-term tenure.

alternative to salary cuts so drastic as to prevent the institution from holding its best men. But despite the undoubted existence of exceptional cases requiring special treatment, it is believed that as a general rule when a reduction in the salary budget is necessary the positions of the younger and the lowest-paid members of the faculty should not be sacrificed in order to preserve the salaries of the others. This is merely an extension of the "share-the-work" principle to university work. The principle has received wide-spread application in industry, among executive and technical workers, as well as among manual laborers.

V. Some Problems of Salary Reduction

At the meeting of the Council in April this Committee urged the principle that when reductions in the outlay for salaries must be made, basic salary scales be left undisturbed and the reduction take the form of a temporary deduction terminable at a definite date. The Council approved this principle. The plan is in effect at a number of institutions. In several universities, the policy is to retain in the hands of the treasurer a large enough percentage of salaries to insure against a deficit, and return at the close of the year a "dividend" made possible by savings in the budget.

The reasons why salary reductions should be temporary and why basic rates should not be disturbed are obvious. Although no one can predict the duration of the depression, it is plain that the emergency confronting American colleges and universities is a temporary one which will pass in large measure with the restoration of prosperity. Clearly it would be unfortunate to permit a temporary emergency to produce a permanent change in salary scales. This is particularly true in view of the fact that the scale of compensation of university teachers is low and has advanced during the last several years scarcely more than the cost of living. The reports of the General Education Board show that in 1926 and 1927 the usual salary of professors in the so-called "Class A" group of men's and co-educational schools was only \$4620; in the "Class B" group, \$3355; in the "Class C" group, \$2726. Between 1913 and 1926-27, the purchasing power of professors' salaries diminished 8 percent in Class A institutions, increased only 8 percent in Class B institutions, and remained unchanged in Class C institutions. During the same period, the per capita income of the country advanced about 25 percent. It is true that there has recently been some drop in the

cost of living, but much of this has been nominal rather than real, because drops in the cost of housing, furniture, and other more or less permanent articles do not benefit those who made purchases at a higher price level. It is impossible to foresee the course of prices during the next few years, but the recent large additions to the gold supply give reason for believing that the drift will probably not be downward. Furthermore, it is conservative to assume that the depression level of prices will not prevail indefinitely and that with the revival of industry a substantial part of the recent drop in the cost of living will be lost.

Many administrations have followed the practice of working out methods of retrenchment with the cooperation of a faculty committee. It goes without saying that this practice should be generally followed. Where a faculty committee for the study of fiscal problems does not exist, it would be wise for the local chapters to establish one and for these committees to arrange to exchange information and experience.¹

VI. Some Problems of Relief

The conservative policy followed by all institutions in filling vacancies means that men who lose their employment are finding great difficulty obtaining other employment. It is estimated that approximately 2000 men received the Ph.D. during the past academic year. It is probable that a substantial proportion of these men have failed to obtain positions. So different, however, are conditions in different institutions that the reports from a few can not be considered as representative of the general situation. Recently this Committee made an effort to collect information on unemployment among last year's doctors of philosophy, but with indifferent success. One institution reports 76 placed and about 60 not placed; another 57 placed, 17 not placed, no information concerning 44. Returns from 21 institutions indicate that, out of a total of 576 men granted degrees, 392 had been placed and 184 were still unplaced.

Chapters were also asked for information concerning local plans for the relief of former members of the staff who are now unemployed or for recent doctors. Thirty institutions report that they have no general plans, and 14 that they have no problem. Thirteen report plans. These include granting free tuition in the graduate school to retiring instructors not placed in September, 1932 (Pennsylvania); substitution of part-time positions for full-time positions in order to

¹ Information and correspondence in regard to this suggestion may be addressed either to the Chairman, Dr. S. H. Slichter, Harvard University, or to the Washington Office.

spread employment (Michigan and others). California Institute of Technology reports that unemployed doctors have been given assistantships at \$720 a year. Particularly noteworthy is the action of the Wisconsin Research Foundation in appropriating \$10,000 to provide research grants for worthy Ph.D.'s in need of employment.

It has been suggested¹ that the Association sponsor a scheme of national relief for unemployed university teachers and recent Ph.D.'s. Although the need for relief is great, the practicability of a national scheme seems doubtful. The facts of the need must be close at home and vividly realized in order to produce an adequate response. This points to the conclusion that relief schemes should be organized on a local basis. It is recommended that each chapter inquire carefully into the local situation and make plans for meeting it. In particular, the chapters should urge that university budgets make provision for more part-time assistantships or for emergency fellowships. The support of emergency fellowships by the Foundations would involve a departure from their policy of giving grants only to men of very unusual promise. In view of the seriousness of the emergency, however, it is believed that the Foundations should assume some responsibility for providing relief, at least to the extent of matching contributions raised by the members of any faculty.

VII. Some Long-Run Problems

Perhaps the most important question raised by the depression is how to give more effective protection to the security which everyone agrees is the principal economic attraction in scientific and university work. One institution has placed its faculty on a month-to-month tenure. In several others salary payments are six months or more in arrears. This must not be permitted to happen again. As was indicated earlier in this report, security can be achieved only when expansion is wisely planned and when the addition of new departments and the occupation of new fields are made only on the basis of a long-run budget which the institution is well able to meet. Expansion in the past too often has not been carefully planned, has been too largely competitive, and in some instances has weakened institutions by introducing too many frills which have interfered with the concentration of students upon fundamentals. Faculties need in the future to insist that expansion be more carefully planned and more amply financed.

¹ See January *Bulletin*, page 48.

The depression has raised many problems of permanent fiscal policy for educational institutions. Some fluctuation in the income from endowments is, of course, inevitable. Indeed, some investments which seem to promise most certain appreciation in the future may be subject to the most violent cyclical fluctuations. And investments which yield a stable income up to a certain point may yield almost none once that breaking point has been exceeded. Certainly it is clear that much of the drop in income from endowments which has occurred during the last several years would not have been prevented by the kind of advice which highly competent investment counsellors were giving in 1929 and the years before. Despite these facts, many institutions need to arrange for their security holdings to be checked more frequently and more expertly than has been customary. The rapidity of industrial change, the rise of some industries and the decline of others make frequent reappraisal imperative. And the very fact that some fluctuation in income is to be expected means that institutions must plan their expansion in the light of it and that they must set up contingency reserves to protect themselves against drops in income.

The fiscal problems of some tax-supported institutions are in large measure a product of tax-systems which are unnecessarily onerous because they distribute the burden unfairly. The solution of these problems requires not merely the wise and economical utilization of the available funds, but changes in the distribution of the burden of taxation. For this reason, it is desirable that the faculty, the alumni, and the friends of publicly supported institutions take an active interest in proposals to improve the tax systems of the several states.

A member of this Committee writes: "In these times, when trustees are at their wits' ends over personal affairs as well as institutional difficulties, it may well be the duty and opportunity of faculties to show such competence in the management of their institution's affairs as will, in the long run, strengthen the faculties' positions in respect to institutional control." Unquestionably the many and grave problems which now confront American universities give the faculties both the opportunity and the responsibility of demonstrating the wisdom of greater faculty participation in the determination of institutional policies.

S. H. SLICHTER, *Chairman*

COOPERATION WITH LATIN-AMERICAN UNIVERSITIES TO PROMOTE
EXCHANGE PROFESSORSHIPS AND FELLOWSHIPS
REPORT OF COMMITTEE L

Submitted by the Chairman on Behalf of the Committee

Your Committee on Cooperation with Latin-American Universities to Promote Exchange Professorships and Fellowships desires to call attention to some of the more important happenings during the past year in the field of inter-American university relations.

It is a matter of satisfaction to your Committee that during the year a number of distinguished American educators visited the countries of Latin America and in some instances delivered lectures at the universities of the respective countries. Amongst these might be mentioned Dr. Daniel Marsh, President of Boston University; Dr. Luther A. Weigle, Dean of the Yale Divinity School; Dr. Samuel Guy Inman, of Columbia University. In addition, Dr. Frank Aydelotte, President of Swarthmore College; Dr. Arthur H. Compton, of the University of Chicago; and Dr. John Lloyd Mecham, of Texas, visited Mexico. Furthermore, a number of American professors attended the Summer School at the University of Mexico. Dr. Thomas Barbour, of Harvard University, visited El Salvador.

Scholarships and fellowships played a large part in encouraging the interchange of students. The John Simon Guggenheim Memorial Foundation enabled ten scholars from the United States, of whom two were university professors, to study in various parts of Latin America, and fifteen Latin Americans—including five professors—to pursue investigations in the United States. The Rockefeller Foundation now has six Latin-American fellows in this country and the Committee on Inter-American Relations of the National Foreign Trade Council has enabled the Institute of International Education to bring four Argentine students here. Other organizations and colleges have granted scholarships and fellowships with stipends of varying amounts, so that altogether some fifty Latin-American scholars and students are pursuing studies or investigations in the United States which have been made possible by financial aid from this country. The list of institutions offering such aid has been increased by the addition of the St. Petersburg Junior College, Florida. The Patiño Foundation of Bolivia, the establishment of which was mentioned in my report of a year ago, also sent two students to American universities.

The literature of the interchange movement was enriched by a valuable monograph on "The Foreign Teacher: His Legal Status as Shown in Treaties and Legislation," prepared by Miss Margaret Lambie and published by the Institute of International Education. This study shows clearly the desirability of placing foreign teachers on a treaty basis.

The study of Latin-American affairs is being extended in many of the colleges and universities. In this connection it is important to call attention to the establishment at Harvard University of a Bureau for Economic Research in Latin America. This Bureau, which is under the direction of Professor Haring, is planning an extensive research program which will undoubtedly contribute much to our knowledge of the development of economic conditions in Latin America. The Brazilian field has received special attention through lectures on Brazilian literature which have been given at several eastern institutions by Dr. J. de S. Coutinho of Georgetown University. The University of Miami, Florida, has inaugurated a special Pan-American Winter Institute of ten weeks' duration under the direction of Dr. Victor Andrés Belaunde.

In conclusion, mention may be made of the scientific expeditions to various Latin-American countries in which a number of American Universities participated. Among these institutions were the University of California, Carnegie Institute of Technology, Clark University, Duke University, Harvard University, Lehigh University, the University of Michigan, the University of Pennsylvania, Pennsylvania State College, the University of Pittsburgh, and Princeton University.

L. S. ROWE, *Chairman*

RELATION OF JUNIOR COLLEGES TO HIGHER EDUCATION REPORT OF COMMITTEE J¹

Your Committee respectfully submits the following report of progress.

Since our last report there have been a number of developments affecting the problem of the relation of junior colleges to higher learning. The literature on the junior college as indicated in *The Junior College Journal*, June, 1932, has mounted to a very imposing number of titles. The study of the "Status and Growth of the Junior Colleges," by L. V. Koos, which is to be published soon as part of the

¹ Received after the Annual Meeting.

National Survey of Secondary Education, will be of special interest. A supplementary study by Wyatt W. Hale entitled "Assimilation, Success, and Attitude of Junior College Graduates in Higher Institutions" has been completed and may be published by the United States Office of Education as part of the same survey.¹ The statistics on school enrolment and attendance published by the United States Census Bureau during the current year, though not directly concerned with the junior college, bear upon the problem. The separate studies of Weersing and Gordon MacKenzie on aspects of the curricula of junior colleges mentioned last year are still in progress. Other studies now in progress are concerned with more limited phases of the problem. The experiment with a junior college of a new type in universities, announced by the University of Minnesota, is now in operation.

Circumstances and conditions of the times have chosen to affect this problem in a most complicating manner. The number of junior colleges can be less definitely determined now than at any time since the junior college began to develop. High schools all over the nation are embarrassed by the number of their graduates enrolling in post-graduate work. In some communities this is met by permitting these graduates to take regular high school subjects not previously taken. In others special arrangements have been made to permit these students to do college work with a local tutor under university extension auspices. Will the effect of this development be to force public school systems to establish junior colleges?

This year as well as last the enrolment in private colleges of relatively low tuition rates has greatly increased. The same situation holds true of teachers' colleges. Will the effect of this development be to cause those institutions of this type which were recently tending to become junior colleges to resume their former status of four-year institutions?

The enrolment in established junior colleges has grown at an abnormal rate in the past two years. Those which previously felt insecure of the public support have ceased to worry. In a few places the question has been raised whether the large number of students does not justify an extension of the work into the third and fourth years. Is the junior college a potential four-year college?

Many state universities in particular, though it is likewise true of others, report a large decrease in freshman-sophomore enrolment but

¹ A summary article of the same title was published in *The Phi Delta Kappan*, October, 1932.

a considerable increase in the senior college years and the graduate school.

Most tax-supported universities have suffered serious curtailment of income and have been forced to extraordinary economies to operate on these shrunk revenues. Among the measures suggested but not yet enacted anywhere is that these universities abolish the work of the first two years.

How will these developments affect the growth of junior colleges in public school systems?

These questions are all now clearly before the public and the fate of the junior college movement can not fail to be seriously affected by the way in which they are answered.

The attitude of the public, parents, students, and tax-payers is another factor of importance, especially for the public junior college. Tax-payers have organized in their efforts to reduce taxes and in many places have succeeded. The combination of their efforts and the diminished returns in tax receipts have seriously affected public school systems. Salaries of teachers have been reduced and the number of teachers has also been reduced. Yet it would be difficult to find a community of any size in which the enrolment, especially in the high school years, has not increased. Private colleges have noticed a decrease in the number of students from more distant places, but such students as a rule are now enrolled in local institutions. Parents are asking local colleges, junior colleges, and even high schools to accept their sons and daughters. Though it is now commonly accepted that increased education does not of itself guarantee greater earning power, this does not discourage parents or students. As one elderly cab-driver whose son was attending college stated it, "Parents have no right to bring children into the world unless they expect to see them through college. You can't get anywhere now-a-days without a college diploma." If it was true in 1931, as Hale has stated, that nearly half of the graduates of junior colleges went on to complete their college work, it may be safely assumed that the majority of those who started junior college expected to go on. Since 1931 the numbers of those in junior colleges expecting to continue to college have greatly increased. The tendency which Koos noticed in 1930¹ toward the consolidation of the junior college with the high schools is arrested temporarily, at least. In some areas such a tendency has been definitely opposed

¹ "Recent Trends in American College Education," *Proceedings of the Institute for Administrative Officers of Higher Institutions*, Vol. III, 1931. University of Chicago Press.

by the faculties of the junior colleges. This attitude is indicated clearly in the resentment against the use of the term junior college as applied to the experimental group at the University of Minnesota. The faculties of the established junior colleges in the state feel that the experiment intended to provide for those incapable of or unable to remain in college more than two years misrepresents their work. For the present at least the junior colleges are overwhelmed by students who regard themselves as prospective college graduates. Whether this situation will change when conditions resume a more normal aspect can scarcely be predicted.

In view of the uncertain state of affairs it seems idle to discuss relationship of junior college to higher learning at present. It is a question whether any definite report should be attempted until conditions have become less blind.

A. C. KREY, *Chairman*

REPORT OF THE COUNCIL

The sessions of the Council held in connection with the annual meeting at Chicago in November, 1931, were followed by the usual spring meeting in Washington, April 24. Five Council Letters have been circulated during 1932. The principal business of the year includes the following:

*List of Institutions.*¹ Harris Teachers College was dropped from the eligible list on account of unsatisfactory tenure conditions. The Executive Committee of the Council has recommended that similar action be taken in the case of Battle Creek College. The removal of one other institution is at present under consideration, as is also the question of restoring the state institutions in Mississippi.

Two of the Near East Colleges, The American University at Beirut and the Constantinople Woman's College, have been added to the eligible list.

Economic Condition of the Profession. The Chairman of Committee Z, Professor S. H. Slichter, Harvard, attended the April meeting of the Council, and there was extended discussion of the current situation, the result being represented by resolutions printed in the May Bulletin. The Council has approved the appointment by the President of a special Committee on Policy and Plans of the Association, consisting of the President, the two Vice-Presidents, Conklin and Richtmyer, and the two most recent ex-Presidents, Crew and Munro. While no meeting of this committee has been held, its members have discussed their problems informally.

Membership. Four retired members have been transferred to the Honorary List. The list of retired members now numbers forty-four.

The usual fall meeting of the Council was omitted as a measure of economy.

The Committee on Conditions of Tenure in Colleges and Universities has been slightly expanded and has prepared a form letter of appointment.

The Executive Committee by letter ballot has approved a protest through chapters against the restriction of employment of foreign students. It approved sending a letter to the United States Commissioner of Education favoring the preparation of a proper study of the problem of military instruction.

¹ See January *Bulletin*, page 8.

REPORT OF THE GENERAL SECRETARY¹

In reviewing the work of a somewhat difficult year, the following items may be noted:

Membership. The membership of the Association is shown in the following tabulation:

Membership, January 1, 1932.....	11,588	
Deaths.....	73	
Resignations.....	476	
Memberships lapsed.....	320	869
		<hr/>
		10,719
Reinstated.....		66
Elections: Active.....	907	
Junior.....	377	1,284
		<hr/>
Total January 1, 1933.....		12,069
Members in 436 Institutions:		
Active.....	10,039	
Junior.....	973	11,012
		<hr/>
Other Active Members.....		381
Other Junior Members.....		397
Associate Members.....		190
Honorary Members.....		89
		<hr/>
Total January 1, 1933.....		12,069

It has seemed inexpedient under present conditions to attempt any general campaign for additional members. The visits of Professor Dodge for the Committee on College and University Teaching have undoubtedly stimulated interest and increased nominations in particular institutions. While the total number of nominations has declined, it has still been more than sufficient to offset the losses by death and resignations.

Finance. The current income of the Association has been seriously affected by general economic conditions. On the other hand, the cost of operation has been so controlled as to leave a small favorable balance.

¹ Presented at the Annual Meeting, December 28, 1932.

The question of reverting to the former inadequate dues has been raised by certain chapters and by individuals, but no steps have been taken to make the necessary Constitutional amendment, and it is the earnest hope of the officers that such a backward step will not be necessary. The cost per member, while materially reduced by economies effected during the year, is much in excess of \$3.00, as it was indeed for several years preceding 1930, during which we were gradually using up our accumulated surplus. If a national professional organization is, as we naturally believe, worth having at all, it surely ought to be in a position to carry on at least our present range of activities. A reduction of the dues by 25% (with an insignificant effect on personal budgets of members), would prove disastrous if not paralyzing to these activities.

The current difficult conditions seem to the officers to render the work of the Association increasingly important to its membership and to the profession at large. The fact that we have more than maintained our membership in spite of present difficulties confirms our conviction that the Association is worth what it costs and that our efforts should be concentrated on the important object of obtaining the maximum return for our income rather than on reducing it at the expense of efficiency.

The interesting suggestion has been made that the Association might develop a plan for professional employment insurance or for some form of financial assistance to unemployed members.¹ This suggestion has been transmitted to the Committee on the Economic Condition of the Profession, together with a large amount of information collected from replies to Chapter Letters and other sources.

Headquarters. The offices have been moved during the year to the fifth floor of the same building, with increase in space and convenience and with only a slight effect on the rental.

Appointment Service. The further development of the Appointment Service during its third full year of operation has been very seriously affected by the difficult financial condition of institutions. The registration of members has increased to 1951, but the number of vacancies brought to our attention during the year has been relatively small, because institutions were often leaving vacancies unfilled or were in possession of a more than sufficient eligible list without applying to us. In spite of these difficulties, actual appointments were reported in 13 cases, including 8 professors, 4 instructors, and

¹ See January *Bulletin*, page 48.

one tutor, with fees amounting to \$895.70. The following tabulation shows results by years:

<i>Year</i>	<i>Rank</i>	<i>Total No.</i>	<i>Salaries</i>	<i>Fees</i>
1929	2 professors, 3 instructors	5	\$12,300.00	\$369.00
1930	9 professors, 2 instructors, 1 consultant	12	32,052.50	960.28
1931	9 professors, 2 instructors	11	31,820.00	954.60
1932	8 professors, 4 instructors, 1 tutor	13	29,810.00	895.70
		41	\$105,982.50	\$3179.58*

* Amount paid to date: \$2841.08

Receipts from incidental advertising amount to \$557.50 in 1932.

While appointments have in no case been numerous, it should always be borne in mind that the development of such a service is inevitably a slow process. Three letters to an aggregate of 3539 appointing officers were sent during 1932, with a view to increasing the number of vacancies reported.

Chapters. The number of chapters has continued its increase from 196 to 219. Eight Chapter Letters have been circulated during the year dealing mainly with the promotion of active interest in the work of the Committee on College and University Teaching and inviting up-to-date information in regard to salary conditions. Replies to one or more letters have been received from 152 Chapters, including replies to all letters from the Chapter Officers at the University of Chicago, Dartmouth College, Florida State College for Women, University of Kansas, University of Kentucky, Rutgers University, Tulane University. A recent letter has contained a request for the nomination of members who may, in different parts of the country, be able to cooperate informally with the Committee on Academic Freedom and Tenure, with a view to prompt intervention or mediation where formal investigations may or may not prove necessary. Visits to Chapters have been made very extensively by Professor Dodge, as Field Director of the Committee on College and University Teaching, to some extent also by other members of the Committee, as well as by the general officers of the Association.

Bulletin. The general distribution of material published during the year has been approximately as follows:

Annual Meeting and Reports of Officers	56 pages
Educational Discussion	87 pages

Committee Reports	149 pages
Notes and Announcements	55 pages
Reviews	19 pages
Local and Chapter Notes	35 pages
Correspondence	8 pages

The May *Bulletin* was devoted almost completely to reviewing the work of the Committee on Academic Freedom and Tenure during the past ten years. Such a review from time to time is not only intrinsically desirable, but is of particular value to the large fraction of our membership which has been added during the period in question. The question has arisen with the increasing work of Committee A how much publicity should be given its work by printing reports in the *Bulletin*. Sometimes an investigation makes it evident that the publication of a committee report would have only disadvantageous consequences both to the institution and to the individuals concerned, including the complainant. Sometimes an investigation is of too informal a character to warrant publication. Under such circumstances, it has been customary to supply copies of the report to the president of the institution, to the complainant, and to the chapter officer. There will still be a sufficient number of reports and statements to exemplify the character of the work of Committee A, and the annual report of the Committee is likely to contain whatever information would be of value to the general membership. The omission of the membership list in January has effected a substantial saving, so that the cost of the *Bulletin* for the year has been reduced in spite of the larger edition required.

Policy. The determination of the general policy of the Association and its gradual modification or evolution is one calling for the most careful attention of the membership and the thorough study of the officers. With 12,069 members in 436 institutions distributed over the great area of the United States, the holding of thoroughly representative annual meetings is extremely difficult, nor does it seem possible to reach a clear consensus of opinion of the Association on complicated or controversial questions by correspondence or referendum. The natural alternative would seem to be the exercise of responsibility and good judgment by the officers, the Council, and by the committee which nominates them. Even the Council can rarely have a majority of its members assembled, and the conduct of business by correspondence is an imperfect substitute for discussion.

H. W. TYLER

REPORT OF THE TREASURER¹

The following Statement of Income and Expenditure for the fiscal year ending December 31, 1932, is submitted by the Treasurer, as his report for the year. The accounts of the Association for the year 1932 have been duly audited by Professor R. N. Owens, C. P. A., of George Washington University.

Statement of Income and Expenditure (from January 1 through December 31)

<i>INCOME</i>	1931	1932
Dues.....	\$38,874.64	\$39,415.51
Bulletin Sales.....	997.44	919.70
Advertising.....	300.99	163.78
Appointment Service.....	2,143.43	1,625.14
Stenographic Report.....	190.00	217.50
Interest.....	308.63	523.21
Total Current Income.....	\$42,815.13	\$42,864.84
 <i>EXPENDITURE</i>		
General Correspondence and Administration....	\$ 4,061.01	\$ 4,349.76
Clerical.....	1,500.45	1,899.47
Supplies.....	610.56	602.29
Overhead.....	1,950.00	1,848.00
Bookkeeping and Office Records.....	\$ 5,050.00	\$ 5,497.15
Clerical.....	2,900.00	3,450.17
Supplies.....	600.00	596.98
Overhead.....	1,550.00	1,450.00
Bulletin.....	\$12,299.05	\$11,628.77
Clerical.....	1,007.50	1,400.00
Printing, etc.....	8,748.27	8,074.27
Editorial and Review.....	1,276.00	917.00
Advertising.....	67.28	62.50
Overhead.....	1,200.00	1,175.00
Nominations and Chapter Activities.....	\$ 5,708.60	\$ 5,757.71
Clerical.....	3,800.08	3,799.71
Supplies.....	508.52	508.00
Overhead.....	1,400.00	1,450.00
Furniture and Equipment.....	\$ 483.21	\$ 474.88
Appointment Service.....	\$ 4,001.00	\$ 4,350.66
Clerical.....	2,001.81	2,300.83
Supplies.....	1,199.19	1,199.83
Overhead.....	800.00	850.00

¹ Presented at the Annual Meeting, December 28, 1932.

REPORT OF THE TREASURER

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Annual Meeting.....	\$ 4,019.86	\$ 1,818.50
Clerical.....	400.19	401.84
Supplies.....	617.91	442.01
Travel.....	2,511.76	549.65
Overhead.....	490.00	425.00
Chapter Rebate.....	\$ 1,323.80	\$ 1,200.00
Committee Activities.....	\$ 3,788.56	\$ 4,484.64
Clerical.....	900.00	1,497.86
Supplies.....	100.00	106.05
Field Expense.....	1,288.56	1,478.73
Overhead.....	1,500.00	1,402.00
Tenure Investigation.....	\$ 74.18	\$ 100.00
Clerical.....	48.00
Supplies.....	16.18
W. W. Cook's Office.....	10.00	100.00
Executive Committee and Council.....	\$ 633.89	\$ 408.28
President's Office.....	\$ 200.00	\$ 200.00
Travel (Officers and Delegates).....	\$ 202.28	\$ 84.85
Publicity.....	\$ 600.00	\$ 480.00
American Council.....	\$ 100.00	\$ 100.00
<hr/>		
Total Current Expenditure.....	\$42,545.44	\$40,935.20
Surplus.....	269.69	1,929.64
Cost per Member.....	3.92	3.46

SUMMARY

Checking Account:

Balance, January 1, 1932.....	\$ 698.83	
Add Current Income.....	42,864.84	
<hr/>		
Total.....	43,563.67	
Less Expenditures for 1932.....	40,935.20	
<hr/>		
Balance, December 31, 1932.....		\$ 2,628.47

Invested Reserve:

Balance, January 1, 1932.....	\$ 4,000.00	
Deposited during 1932.....	6,000.00	
<hr/>		
Total.....	10,000.00	
Withdrawn during 1932.....	6,000.00	
<hr/>		
Balance, December 31, 1932.....		\$ 4,000.00

Life Membership Fund:

Balance, January 1, 1932.....	\$ 1,944.23	
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Added in 1932.....	118.20	
Interest added in 1932 (less tax).....	76.44	
Total.....	2,138.87	
Transferred to Current Income.....	178.00	
Balance, December 31, 1932.....		\$ 1,960.87
Carnegie Grant:		
Received, December 2, 1931.....	\$15,000.00	
Received, October 5, 1932.....	5,000.00	
Interest added in 1932 (less tax).....	174.90	
Total.....	20,174.90	
Withdrawn during 1932.....	12,330.13	
Balance, December 31, 1932.....		\$ 7,844.77

NOTE: The Invested Reserve, the Life Membership Fund, and the Carnegie Grant are deposited in the Special Interest Department of the Harvard Trust Company, Cambridge, Massachusetts. The Checking Account is with the American Security and Trust Company, Washington, D. C.

The 1932 expense has been in accordance with the budget submitted January 15, 1932, and approved by the Executive Committee. Only slight subsequent internal reallocations have been found necessary, with no increase in the total budget. The main advances over 1931 were to cover the increase in membership and the unusual expansion of the Appointment Service and Committee activities. The addition in membership for 1932 was 1284, and the loss was 803. Other special activities during the year were the verification and transfer of the Treasurer's records to the Secretary's cards (covering some 24,000 cards, 600 deposit slips, and 8000 returned bills); the verification of address on, and insertion of, 11,000 new mailing list stencil cards; Bulletin and stock inventory (which had not been taken for two years); and the checking in the Washington office in December of 12,000 bills for dues, which previously had been unsatisfactorily handled by the printer.

Certain arbitrary allocations previously approved have been continued during the year to conform to customary practice, to wit:

Overhead: This includes the rent and the half-time salaries of the Secretaries (\$9200 in 1932) and has been allocated as heretofore with the exception of \$600 assigned in 1932 as a special overhead for college teaching.

Supplies: These have been subdivided as heretofore in accordance with a ratio of 6, 6, 5, 12, $4\frac{1}{2}$, 1, as between General, Bookkeeping, Nominations, Appointment Service, Annual Meeting, and Committees, but a ratio of 6, 6, 5, 7, $4\frac{1}{2}$, 6 is probably nearer to the present situation.

Correspondence and Filing: The mail and file clerks' salaries continue to be allocated equally to (1) Bookkeeping, (2) Nominations and Bulletin, (3) Appoint-

ment Service and Annual Meeting, (4) and Committees. These might be charged under General.

Nominations and Chapter Activities: A sum of \$1600 continues to be transferred from Bookkeeping clerical to Nominations and Chapter clerical, to take care of membership slips returned with checks for dues, chapter rebate records and calculations, and monthly typing and mailing of election notices.

Expenditure for telephone (\$237.30), telegraph (\$91.64), and office postage (\$718.92), totalled \$1047.86 during 1932. This does not include postage charges for mailing bills for dues and Bulletins to the membership.

The falling off in income from original budget estimates has been matched by savings effected, the surplus for the year amounting to \$1930, and the cost per member being reduced to \$3.46, as compared with \$3.92 in 1931, and \$4.19 in 1930.

JOSEPH MAYER, *Treasurer*

NOTES AND ANNOUNCEMENTS

CITIZENS CONFERENCE ON THE CRISIS IN EDUCATION

By invitation of President Hoover, the American Council on Education arranged a conference, including representatives of the American Council on Education, the American Farm Bureau Federation, the American Federation of Labor, the National Association of Manufacturers, and the National Grange. Sessions of the Conference were held at the building of the National Research Council, Thursday and Friday, January 5 and 6. The deliberations and resolutions of the Conference were focused on the problems of public education at all levels. President Hoover's introductory address was as follows:

"I have been requested from time to time by our leading educators and other public men to see if some preliminary steps could not be inaugurated that would lead to a better understanding of our immediate educational problems, and the consequence has been the invitation extended to you for perhaps preliminary consideration, but in any event to study the subject and see what thought could be developed.

"Our Nation faces the acute responsibility of providing a right of way for the American child. In spite of our economic, social, and governmental difficulties, our future citizens must be built up now. We may delay other problems but we can not delay the day-to-day care and instruction of our children.

"This Conference is unusual, in that it invites the cooperation of men of widely different points of view in the consideration of our school and tax system from the standpoint of maintaining the welfare of the children of today.

"Our governmental forces have grown unevenly and along with our astounding national development. We are now forced to make decisions on the merits of the various expenditures. But in the rigid governmental economies that are requisite everywhere we must not encroach upon the schools or reduce the opportunity of the child through the school to develop adequate citizenship. There is no safety for our republic without the education of our youth. That is the first charge upon all citizens and local governments.

"I have confidence that with adequate reduction of expenditures there can be ample amounts obtained from reasonable taxation to keep our school system intact and functioning satisfactorily. Those in charge of the schools must be willing to face conditions as they

are, to cooperate in discarding all unnecessary expenditure, to analyze all procedures, and to carry forward on a solid basis of economy. But the schools must be carried on.

"I wish to thank you for giving of your time and coming here to Washington for this meeting. I trust that out of it will come recommendations that will be of national significance. Above all, may I ask that throughout your deliberations you bear in mind that the proper care and training of our children is more important than any other process that is carried on by our Government. If we are to continue to educate our children, we must keep and sustain our teachers and our schools."

The following statements are quoted from the Declaration of Policy:

Education is a fundamental obligation of public policy, related inseparably to long-term economic conditions and to the forms of governmental administration set up by organized society to provide for the general welfare.

Educational procedure must be evaluated eventually in terms of far-reaching and broadly inclusive social purpose.

In this conference we are concerned with one aspect of the educational problem—the adjustment of school costs to long-term economic conditions with no damage to the child.

Education is a necessity not a luxury since the growth of the child can not be halted or postponed during an economic emergency. Therefore, educational service should be accorded a high degree of priority in determining the purposes and services which shall be supported by the States during a depression.

The major wastes in education should be eliminated through the abolition of control over, and interference with, education by politicians, of political appointments, and of political corruption.

All governments, local, state, and national, should direct attention to the immediate reformation of the system of taxation.

The Conference is deeply impressed with the seriousness of the present situation but feels that the suggestion of adequate remedies is beyond the scope of its instructions and mission; therefore this Conference respectfully directs the attention of the President and of the Congress to the danger of gross injury to the cause of education through injudicious and unwise reduction of educational programs, the closing of schools, and otherwise, consequent upon economic conditions.

This Conference recommends the careful consideration by another conference or otherwise of steps deemed appropriate and necessary for increasing the level of income and of purchasing power.

All possible economies in school costs, such as the postponing of

building construction when and where practicable; the reorganization of business departments; the adjustment of the size of class; and the curtailing of the activities of auxiliary agencies, etc., should be made before a readjustment of teachers' salaries is effected.

Readjustment of salaries, if necessary, should be made in relation to the reduction in the cost of living of the teaching group in any given community.

Rapid and unprecedented development of all forms of higher education during the past two decades, especially publicly supported higher education, not only reflects the distinctive character of our democratic idealism, but also furnishes conclusive proof of the reality of the long recognized principle of the equality of opportunity in American life. From these institutions has come a large proportion of the trained personnel of the established professions and the leadership of our complex industrial and social life. Furthermore, the results of the scientific research carried on by such institutions have been of well-nigh incalculable worth to the economic life of the nation. When viewed from these two standpoints alone the general scheme of higher education of the country must be regarded as a principal, productive asset, the conservation and further development of which are matters of permanent concern for the states and for the nation.

The effective, economical, and non-political operation and adaptation of the plan of popular education, at all levels, from the elementary schools through the universities, are fundamental obligations of the American state.

Today all publicly supported higher institutions, more than ever before, are responsible for the economical administration of their funds. There is abundant evidence that these institutions the country over are capable of making those adjustments in operation made necessary by any reasonable policy of retrenchment. They have already demonstrated their ability and their willingness to share the burden imposed upon the economic life of the people.

If the state is to have during the coming generation institutions adequate to serve its needs, it must not now unwisely weaken the human foundations of those institutions.

The obligation of the states to afford an equality of educational opportunity is always predicated upon a reciprocal obligation of the individual to use such opportunities effectively.

We are impressed with the need of a better understanding of our social purposes and a clarification of our social values if the present crisis in education is to be turned to future account. This is not a subject with which a single conference can deal, but the necessity for a nation-wide continuing effort to deal with this problem seems obvious.

The peculiar position of public education in our democracy, supported and guided by local initiative and directly accountable to it, suggests that there should be set up in every locality councils broadly

representative to mobilize and clarify public opinion in order to deal more generously and wisely with the present crisis in education.

We are impressed with the experience of various localities in moving promptly and energetically to maintain and extend their social services, particularly those of education, and we recommend that the Office of Education give nation-wide continuing publicity to these efforts.

A fuller report of the Proceedings, including the statements presented by the representatives of the five cooperating organizations, the complete reports of the six sub-committees, and some of the significant documents presented to the Conference will be ready for distribution soon. Copies may be secured for 25 cents each from the American Council on Education.

AMERICAN LIBRARY ASSOCIATION

The Council of the American Library Association at its mid-winter conference, December 28 to 31, adopted statements on "The Reduction of Public Expenditures" and "The Increased Demand for Library Service," on the recommendation of the Trustees Section.

The officers of the Association were requested to solicit the cooperation of national and regional educational, cultural, and social agencies and organizations for good government, in developing, adopting, and forwarding a citizens' platform in consonance with the statement on "The Reduction of Public Expenditures."

Reduction of Public Expenditures

The continued existence of a democratic society depends upon the maintenance of those educational, cultural, and social institutions which have been created to promote general education and wholesome living. The service of such institutions must not be destroyed.

The need for economy is recognized. In many cities, counties, and states the unit cost of governmental services can and should be reduced. All taxing units should be required to live within their incomes except for permanent improvements and emergencies.

A wholesale horizontal cut applying to all departments and activities is one of the least desirable ways of reducing, for it can not be assumed that all departments are equally efficient and all activities equally important. Before reductions are made there should be a study by disinterested specialists and citizens to determine (1) what cuts can be made without limiting important services, and (2) the

relative importance to the public of the various activities. We will welcome such investigation of the institutions and activities we represent.

We pledge our cooperation to forward-looking public administrators in their efforts to find permanent solutions for the taxpayers' problems, through the complete elimination of the spoils or patronage system in all governmental activities where it exists; through the improvement of the personnel; through the reorganization of areas and functions of government; and through improved methods of taxation. The elimination of waste should precede any curtailment of socially useful services.

Libraries are more needed today than ever before. There is much to learn which was not taught when the present-day adult was at school. Never was the average adult driven to the printed page and to the library so repeatedly in order to become reasonably well informed about matters which are of vital concern to him. In the interest of an intelligent, understanding citizenship the library's essential services must be maintained.

ASSOCIATION OF AMERICAN COLLEGES

The nineteenth annual meeting of the Association of American Colleges was held at Atlantic City, January 12 and 13. The first session included reports on the Comprehensive Examination Study, E. S. Jones, University of Buffalo; Enlistment and Training of College Teachers, Albert Britt, Knox College; Faculty and Student Scholarship, H. M. Wriston, Lawrence College; Classification of Institutions of Higher Education, Raymond Walters, University of Cincinnati.

Among the sectional luncheon conferences, that on the improvement of college teaching was conducted by F. K. Richtmyer, Cornell University, representing this Association.

The afternoon program included round table discussion conferences on financing colleges, college reorganizations and mergers, foreign students and the Department of Labor, individualization in college teaching, the present status of college experiments.

President Cook attended as a delegate of this Association.

The December Bulletin refers to a study of the improvement of instruction in colleges and universities, participated in by 406 institutions, including 115 teachers' colleges and schools of education under the supervision of the Department of Personnel Administration,

School of Education, New York University. The findings are tabulated under fifteen major divisions. Tabulated returns have been placed at the disposal of our own committee.

FEDERAL INCOME TAX

In the issue of the *Bulletin* for February, 1932, there appeared a brief Federal Income Tax Primer for Teachers. It seems unnecessary to substitute a new primer because of the enactment of the Revenue Act of 1932. Consequently teachers are referred to the *Bulletin* in question. They will, however, find certain significant differences when they fill out their Federal tax returns for the present year.

1. The tax rates are much higher, and the personal exemption has been reduced.

2. The special reduction or differentiation in favor of earned income has been repealed.

3. The law still provides that a taxpayer may deduct from gross income losses "incurred in any transaction entered into for profit, though not connected with the trade or business." There is, however, an important limitation upon this deduction. Losses incurred in sales or exchanges of stocks and bonds which are not "capital assets" are allowed only as an offset to the gains derived from such sales or exchanges. Property constitutes "capital assets" when the taxpayer has held it for more than 2 years (certain limitations upon this definition are unlikely to apply to teachers, and are therefore not set out). If losses are suffered in sales or exchanges of stocks or bonds which do constitute "capital assets" under the foregoing definition, they may be claimed as deductions from gross income as previously. In this connection another limitation on the deductibility of losses arising from the sale or exchange of "capital assets" of all kinds may be briefly noted. In no case will a taxpayer be permitted to save by deduction of such losses an amount of tax exceeding $12\frac{1}{2}$ percent of their aggregate. The limitation just referred to can not possibly apply in any case where the taxpayer's net income is less than \$16,000. Consequently it is of slight importance to teachers as a class. Those whom it affects may wisely consult Montgomery's *Federal Tax Handbook: Revenue Act of 1932*, pp. 201-202, if their tax returns are not made out for them by lawyers or other competent persons.

COMMITTEE CHANGES

The following corrections should be made in the list published in the January *Bulletin*:

Committee A: Insert L. L. Hendren (Phys.), Georgia.

Committee L: Delete G. H. Blakeslee (Hist.), Clark; Julius Klein (Department of Commerce), Washington, D. C.; Paul Monroe (Educ.), Columbia. Insert Arturo Torres-Rioseco (Span.), California (Berkeley); I. L. Kandel (Educ.), Columbia; J. D. Fitzgerald¹ (Span.), Arizona; C. L. Jones¹ (Commerce), Wisconsin.

Committee E: Insert Louise Pound (Eng.), Nebraska.

CHANGES IN ADDRESS

The post office department makes a charge for notification of changes of address in mailing lists. Every misdirected *Bulletin* costs us two cents in addition to the original charge. Members are requested to eliminate this needless expense by prompt notification of changes of address.

¹ Not Members of the Association.

EDUCATIONAL DISCUSSION

ASSOCIATION OF AMERICAN UNIVERSITIES

REPORT OF THE COMMITTEE ON TRAINING OF GRADUATE STUDENTS FOR COLLEGE TEACHING¹

Two years ago, in response to a communication from the Association of American Colleges, your committee reported on the question of the training of college teachers. This year the program committee asked for a second report, giving us the privilege of treating the subject of college teaching in any way we liked. We have chosen to widen the scope of the discussion to include phases of college teaching other than teacher training, primarily to show that the problems of good teaching are many and complex, and that if significant differences in end results are to be obtained, changes must be made in more than one place. Courses in education at their best will not revolutionize college teaching.

The report makes no pretense of discussing or even mentioning all of the factors involved in college teaching, or in discussing any one of them adequately. All we can hope to do in the brief time allotted to us is to bring to your attention some of the main questions for your consideration. If, because of brevity, our report seems dogmatic, please keep in mind that it is not intended to be so. We do mean to say clearly and openly what we think, and we hope you will do likewise in your discussions.

The world today is in a state of unrest. Things of the past seem no longer adequate; those of the present are subject to sudden and rapid change; and those of the future are uncertain. Since this is a condition affecting all people more or less, it is not surprising that this unrest is reflected in our colleges, and exhibited in one form or another in some of our teachers, administrators, students, and alumni.

This state of uncertainty and doubt has led, in many instances, to serious study, experiment, and change. Many institutions are now limiting registration and are practicing selective admission on the assumption that not all students should go to college. Harvard has introduced its tutors, housing plan, reading periods, and final comprehensive examinations for all graduates. Yale has abandoned half-year courses. Columbia, Dartmouth, Oregon, and others have placed

¹ Somewhat condensed.

considerable faith in the so-called orientation courses. Antioch has followed the lead of the engineering schools and offers cooperative courses between the college and industry. Swarthmore, followed by many others, has introduced honors courses, modeled somewhat after the work of Oxford and Cambridge. Chicago is attempting, or has perfected, a complete reorganization. Buffalo is offering courses on "how to study." Minnesota, Oregon, and others are experimenting with various phases of teaching, while Bennington is a new college working in cooperation with the secondary schools and giving considerable liberty to the students in selecting courses more in accordance with their individual needs. Much good has already come and will continue to come from such studies, but along with the good have arisen various sorts of criticisms which get more attention than they deserve.

There are many difficulties in the way of getting an unbiased view of the field of college teaching. The first difficulty is that man isn't built that way. The second difficulty is the fact that educational questions are largely expressions of opinion. Some educationists speak of the science of education, and some progress has been made, but we have a long way to go before we can deduce valid scientific conclusions from verifiable facts. A third difficulty is the inherent variability of many or perhaps all of the factors. No two students are alike either in previous training or in abilities. The same is true of the faculty. In addition to the student-faculty variables, colleges vary with respect to material equipment, administration, and objectives.

A fourth difficulty, and one not easily overcome, is the inability of any one person or small group of persons to get a proper perspective of the entire picture, first because of the bigness of it all, and second because one or two of the factors look so large that the rest are not even seen, or are ignored. If one scans the recent literature one finds a large number of papers each dealing with a single phase of the subject and treating it as though it were the one cure for all evils in college and university teaching. Some writers seem to think that if the college only had the proper objective; or if it would adjust to the social needs of the time, or socialize its curriculum, or adopt the honors or tutorial system; or if it had a faculty of "golden personalities"; or if it should forever abandon the lecture system; or if this anemic institution, the liberal arts college, already extended beyond its days of usefulness, would only quietly go to sleep never to awaken; or if

the teachers only taught students instead of subjects; or if teachers had taken courses in education X, Y, and Z; or if they had been fashioned in the manner of a sphinx with breadth and solidity instead of a narrow pyramid; or if the students could only be induced to work; all would be lovely.

However much your committee would like to avoid the controversial questions involved in college teaching; we do not feel we can do so. The issues are here and we must face them. The Association of American Colleges suggested that the graduate schools offer courses in methods, practice teaching, and the problems of the college. The North Central Association expressed itself in somewhat similar terms, and educationists in general have loosed a bombardment along the same lines. While these three courses are the only ones specifically asked for, we get a very definite impression from the literature that this is not all some educationists want; that this would be a good foothold; and that as soon as they get this much and become firmly entrenched, they will make further demands. We have no objection to a teacher investigating anything in which he is interested, even teaching. But to expect all teachers to become investigators of how to teach would be most unwise.

Some of the more progressive would throw everything we now have overboard and build anew, so far as the teacher training part of the graduate schools is concerned.

The suggestions and criticisms by the college associations and educationists are made not only on the assumption that college teachers are poor, but that they are the poorest of all teachers. We are criticized for knowing too much as well as too little. Some of us have no interest in teaching or in students. Others teach too much, while still others teach too little. We monopolize the students' time with our hobbies. We are recluses, knowing nothing of the outside world. We are too theoretical, having had no experience. Some of us are untidy, some have squeaky voices, while others have no voices at all. Most of us are lacking in personality. We are criticized for telling old jokes, but if we have no jokes to tell we are said to lack a sense of humor.

That some college teaching is poorly done, there can be no doubt, because it is impossible to get any large group of men and women together without having some incompetents among them. College teachers are no exception to the rule. That they are the poorest of all teachers is a pure assumption. Even if teaching is better than its

critics would have us believe, there is, no doubt, room for improvement. How it can be done is the question which confronts us.

The problem may be separated arbitrarily into four major divisions, the student, the teacher, the college and college administration, and the graduate schools. The discussion must necessarily overlap in places, and may be predicated on the general statement that we recognize now more clearly than ever before that no two students are alike in physical and mental equipment, and that the student grows only by means of his own efforts.

Students

We shall say but little about the student, other than to emphasize the fact that we are dealing with variables and the more variables you bring together the more complicated the problem becomes, because in this case the spread becomes greater. With the enormous increase in student numbers of the last few years, the group is no longer as homogeneous as formerly with respect to capacities. Neither is it homogeneous with respect to what it wants. Some students still come to college because of their scholarly interests; others come because they think a college education helps them toward financial success; still others come because the college has become attractive socially, or merely because it has become the fashion to come. Among those who come are many incapable of acquiring a college education. Shall the colleges adjust to the needs of all these students, assuming they know their needs? Administrators and teachers alike have been tested to know what to do with these heterogeneous masses. They have expanded and made new curricula, added departments and schools until they are bankrupt, and have discussed objectives backwards and forwards. Because of the many complexities, social and otherwise, they have appointed deans of men, deans of women, freshmen deans, deans of instruction, and others, whose names we can't remember. The students have been tested, prognosed, preadvised, advised, sectioned, adjusted, tutored, comprehensively examined, and what not, and as before the same questions are still with us.

Colleges

We are concerned in this report primarily with three aspects of what the colleges do. First, they give the prospective college teacher his undergraduate training; second, they employ the instructors; third,

they provide the equipment, the environment, and the atmosphere for both teachers and students.

We mention the undergraduate training of the prospective teacher because we believe it plays an important part in the success of his teaching. In fact, the Association of American Colleges asked the graduate schools to admit no one intending to teach who did not have "a broad range of intellectual interest and experience." Undoubtedly they expected the colleges to give this training.

Since the report of the Association of American Colleges we have seen no movements within the colleges to insure the kind of undergraduate training which they said prospective teachers should have. Those of us who examine college credentials, and who see graduate students struggle to overcome the handicaps of a poor college training, know that the colleges have a problem here which they have not solved. Neither can they ask the graduate schools to make these deficiencies good. The Association asked us to admit only those students measuring up to certain standards, but we deans also know that each college, when admission concerns its own graduates, wants all admitted unconditionally.

Your committee feels that teachers' colleges and undergraduate schools of education have not contributed toward the acquisition of the kind of undergraduate training college teachers ought to have, as their attention is directed almost wholly toward the professional end of preparing secondary and primary school teachers. Yet many of their graduates later enter college teaching, and we can assure you that they do not like to readjust. They want a degree in the shortest time possible.

As the problem of recruiting the profession is one of the most important, and as so little is being done about it, it occurs to us that the college could and perhaps should do more toward encouraging the best to enter the profession, and might also discourage the poor.

With respect to selection of instructors, the colleges should use the greatest care because the faculty is by far the most important item in a college. College executives often say that they do not have the funds to get the best, and this may be true, but many do not even get the best to be had for their money. They should also keep in mind that salary is not the only inducement in making their selections. While teachers would like to have and should have a living wage, the good teacher will sacrifice money for good working conditions and a stimulating atmosphere.

Of almost equal importance with selection of teachers is the provision for their work in service. In the teaching profession the salary inducement by itself is not great enough to cause teachers to give their best efforts year after year. They must be interested in their work and they must do it for the love of doing it. Whenever this interest and love lag, the quality of their work is lowered. If this be true, and we believe it is, then it becomes of the utmost importance for the college administrations to keep in close touch with the individual members of their faculties and to do what they can to help maintain these interests.

We may remark, needlessly perhaps, that the teacher should not be overloaded; his salary should be such he will not be forced to seek outside employment; adequate provision should be made for his researches; he should be given a square deal with respect to salary increases and promotions; he should not be asked to do so many other things that his time is inadequate for good teaching and research; and lastly, when a piece of work is well done it should be recognized by at least a few words of appreciation, if nothing more substantial can be offered. These remarks do not apply to the beginning instructor only, but to all members of the faculty.

Graduate Schools

This training is said to be too highly specialized. It is also said to overemphasize research and hence to prepare for a research career rather than teaching. The graduate schools have been asked to consider the introduction of courses in methods, in practice teaching, and the problems of the college; and to place less emphasis on research and more on breadth and culture.

In general, the requirements for the Ph.D. degree consist of three years' work, divided between a major and one or two minors. Usually the amount of work in the minors is not specified. In the major, the field is covered thoroughly either in courses or in reading, or a combination of the two, and a dissertation is written. A final comprehensive examination covers all the work. What is wrong with this work from the standpoint of teacher training? As the first requirement of a teacher is that he know his subject, it would seem that graduate courses and wide reading are essential. It is very doubtful whether a young teacher ever knows too much. His difficulties are usually of the other sort. The work of minors, while dispensed with in some institutions, would seem to add to breadth. This leaves

only the dissertation. Can it be defended? . . . We have in mind a study of some fundamental problem, one which is related to the larger problems within the field, and hence one which does not lead to less and less about nothing. The student is given some suggestions and guidance, but in the main he is left to chart his own way and solve his own problems. The library, the laboratory, the field are his, and he must learn to use them. He must not only learn the details of his problem but he must learn its relationships to the larger problem of which it forms a part. During this study we expect the student to acquire the ability to work and to think independently; *i. e.*, the ability to solve problems. We know of no other training which will do this so effectively, nor do we know of any other training which will be more serviceable to the future teacher, as he is continuously faced with new problems to solve. We also believe in the research training because it is by this route that most of us acquire that love and enthusiasm for our subject which drives us on, not only toward research, but toward good teaching. Good teaching and research can not be completely separated. It does not seem possible, if this brief analysis is correct, to omit any part of the present Ph.D. training. Can and should we add to it, and if so, what and how?

In any consideration of additional requirements for college teachers, the time and expense elements must be kept in mind. The student now spends seven or more years and several thousand dollars in preparation. It is a long, hard pull for the meagre compensation which awaits him at the end. As conditions are now, the profession is not attracting as many good students as it should. What will be the result if the handicaps are made still greater?

Since we believe no part of the present training can be omitted, and since we believe it to be the duty of the colleges to give the necessary breadth and culture, one of the essential questions is whether courses in education should be added to the present requirements for college teachers. As stated two years ago, we have no objections to students taking courses in education if they want to take them, but to make them obligatory is questionable. It is now generally recognized that if courses in practice teaching and methods are offered, the subject matter departments should give them. In some institutions, notably Wisconsin, one teacher in the department who is a good teacher and who is particularly interested in teaching problems is placed in charge of the graduate students of that department who plan to teach. Whether formal courses are offered or whether a series of discussions

or seminars are held, it is believed by your committee that much good may come from such training. The work could probably be given without lengthening the time requirement for the Ph.D. degree, and should be arranged only where departments believe in its value and where one or more men are capable and interested in doing it. A course on the problems of the college may be worthwhile, but the same may be said of a course in Psychology, a course in Biology, or one in Statistics, or perhaps a course in Public Speaking. . . . The educationists should be investigators of the problems of education and leave the rest of us to investigate what we like, whether it be education or otherwise. The academic teacher can not be a good teacher without a keen interest in his subject, and there is danger of losing that if he becomes a researcher in other fields. . . . The educationists have failed to convince the academicians that they are better teachers, and the academicians see no reason why courses in education should be taken unless they do contribute to better teaching. . . . The more conservative educationists admit they have very little content for courses on teaching at the college level. The graduate schools would like to see requests for courses in education come from the students, and they will come whenever schools of education are able to demonstrate the value of their courses.

What is there to be said about the teacher? Perhaps nothing other than that which he already knows. I think we should recognize, however, that colleges, schools of education, and graduate schools can not transform everyone into a good teacher. It is said that too many teachers drift into teaching, and there is some truth in the belief, but no one knows to what extent it is true. Second only to ability there should be an interest in teaching and in students, followed by a willingness to sacrifice financial security for the life of a scholar and teacher. There is little else to say except that teachers, as men in other professions, should give their best efforts to their jobs, including their teaching.

Some General Considerations

Traditions

There are certain things round about colleges and universities which have become traditional, and traditions for some reason seem to be very much cherished, so much so that if an institution is young and without traditions, students and faculty may deliberately attempt to create them. A department may actually grow weaker because no

one should interfere with the sacred rights of a head of a department; or a school may be permitted to become poor because it is traditional that a dean hold office until natural causes remove him. . . . If you ask whether we mean to imply that executive positions should not be as secure as that of the teacher, our answer is emphatically, yes. It is not our purpose, however, to outline ways and means by which such things can be done. This is an administrative problem and must be solved by each college administration in its own individual way.

In addition to these traditions there are certain beliefs, hopes, and expectations within the minds of many people with respect to what a college training does or ought to do for a student. One of the beliefs is the generally accepted notion that the holders of the A.B. degree are equally equipped. Such a belief, however, is far from the truth. The holders of Ph.D. degrees are equally variable, or perhaps more so, since the requirements for graduation are not so clearly defined. No one can define in specific terms a doctor's dissertation, and our ideas concerning extensive knowledge in the fields of the major and minors differ widely. The degree, while desirable, should not be accepted as a teacher's certificate, because its holders are not equally prepared to teach. The selection of teachers must be placed on different bases. . . . The colleges themselves are largely responsible for the present lack of confidence in holders of the degree.

The graduate schools have also erred in encouraging all students to work for degrees. It has gone so far that some graduate schools do not welcome students who are not working for degrees. Isn't it time that we forget degrees and lay emphasis on scholarship, and welcome and recognize it wherever it is found.

Extra Teaching Duties

The colleges and universities have made so many additions to their original program of teaching and research that the teacher is no longer merely a classroom teacher, at least some of them are not. Is it surprising that we fail sometimes to do well the primary thing which so many presidents recently have emphasized that we were employed to do, namely to teach. No teacher can serve on committees, do extension teaching, give outside lectures, be at the beck and call of the people of the state, and still do effective college teaching and research. Research bears the brunt of the charge of poor teaching, when, as a matter of fact, it too is being crowded out by extra teaching duties.

Characteristics of Good Teachers

While it is impossible to outline in specific terms the desired characteristics of good teachers, it may not be out of place to state in a general way some of the more desirable qualities we might hope to find, and which, if present, practically guarantee good teachers. If we were selecting a teacher we should look for a person of broad scholarly training, interest, and culture; one who was interested in teaching; and one who could look upon the problems of the student with sympathy and understanding. We should want character and personality (not merely the personal appearance variety). This ideal teacher should have the energy and the enthusiasm which normally accompany an inspiring and stimulating personality. We should look for a person who is logical in thought, thorough in preparation, and who is willing to work at the job. We should expect initiative, originality, adaptability, aggressiveness, and perhaps it would not be too much to expect a certain degree of refinement. Most certainly we should not avoid the man or woman who was intensely interested in research. But we must not expect all teachers to be supermen and superwomen. In a generation, only a few such individuals are found. We have enumerated the most desirable characteristics of a professor, more as an ideal toward which to work than as a standard to be attained.

Methods

Since so much criticism has been aimed at our methods of teaching, particularly the lecture method, it may not be out of place to make a few comments on this topic. A survey of methods leads us to the conclusion that no method has been devised which has not been successful in the hands of one or more teachers; that any method used must be modified to meet unpredictable situations; that one teacher may use one method to advantage, while a second teacher may do excellent work with a second method; and that different methods must be used for different kinds of students.

Summary

By way of summary we wish to state concisely some things which the graduate schools, the colleges, the teachers, and the students may do to foster better teaching and learning.

A. The Graduate Schools. We suggest:

1. That the graduate schools clearly recognize that they are contributing to the training of college teachers, and in con-

sequence that they be willing to give careful consideration to the problems involved irrespective of whether the suggestions for betterment come from within or from without.

2. That there even be a willingness to experiment to see whether better methods can be developed. At the same time, even the critics should recognize that methods of teacher-training should not be standardized, because there are different ways of getting good results.
 3. That they make more of an effort to interest students in teaching.
 4. That they recognize that knowledge does not exist in packets called departments and that in consequence they encourage students to read more widely in fields related to the major.
 5. That in general the standards of scholarship be raised, not by prolonging the time of training, but by demanding greater capacity. The acquisition of the degree should not be an endurance test.
 6. That the subject matter departments give consideration, in whatever manner they think best, to methods and teaching under supervision. Such training is now being given in a number of places.
 7. That they sanction a course on the problems of the college to be given either by the school of education, or by the academic department in cooperation with the school of education, the same to be optional with the students.
 8. That the departments make greater efforts to find out which students are good teachers or which show promise of becoming good teachers and that they use extreme care in making recommendations.
 9. That they cooperate with men in Education in any fundamental studies which may be proposed.
 10. That they give more encouragement to good students who are not working for degrees.
- B. The Colleges. We suggest:
1. That they make greater efforts to encourage the more capable students to enter the profession of teaching, and to give them the courses which contribute to that desired broad range of intellectual interest and experience.
 2. That they recognize in a general way what the undergraduate

training of a prospective college teacher ought to be; that they cooperate with the graduate schools in holding applicants up to those standards; and that they acquaint their students with these standards.

3. That they keep in mind that the graduate schools can not make good teachers of all who come to them, no matter what procedure they use.
 4. That they recognize: (a) that there are not enough first quality teachers to supply the demand; (b) that much poor teaching is due to indifference on the part of the teacher, and not to a lack of knowledge of how to teach; and (c) that courses in education can not correct such indifference.
 5. That they give some thought to senior teachers as well as to young instructors, as young instructors are not responsible for all the poor teaching done in the colleges.
 6. That college executives work for better teaching within their own individual colleges by:
 - (a) Keeping within bounds their ambitions for more buildings, courses, schools, institutes, bureaus, services to the people, and better football teams.
 - (b) Selecting better teachers and paying them an adequate wage. Better teachers must be paid for.
 - (c) Helping the young instructor adjust to local conditions, and aiding him in his teaching problems.
 - (d) Providing facilities for good work.
 - (e) Recognizing and encouraging good teaching.
 - (f) Providing a scholarly atmosphere in which good teaching can be done.
 - (g) Giving teachers time to do good teaching.
 - (h) Making executive positions of short tenure, but subject to reappointment.
- I. Schools of Education. We suggest:
- C. That they train teachers of education in accordance with their prescriptions for other teachers. We are thinking of such things as breadth and culture.
 2. That they discover whether courses in education actually contribute to better teaching, and whether teachers of education stand out as exceptionally good teachers.
 3. That in their researches they furnish sufficient data to justify

their conclusions even in the minds of laymen zoologists, mathematicians, and archeologists.

4. That they demonstrate to us how much of the material that they wish to include in their courses for college teachers they actually use in the classroom.
 5. That they keep in mind that the subject matter acquired in the fields of the major and allied subjects can not be materially reduced, and that the student does not have an unlimited amount of time and money to spend in training.
 6. That they remember that research in education is their field. We expect therefore more from them than a mere statement that our teaching is poor, and a demand that we better it.
 7. That they recognize the danger of losing sight of the big things one is trying to do by becoming involved in the details of how to do them.
 8. That they keep in mind that those of us who are teachers of subject matter courses can not overlook the fact that it is our intense interest in our subjects which helps to make us good teachers. Such interest does not mean that we have no interest in teaching or in students.
 9. That they write more books on methods, the problems of the college, examinations, psychology of learning at the college level, and any others they think of value, and remember that teachers can learn by reading. Such books should be written in clear, understandable language and contain essentials only.
 10. That they acknowledge that but few educationists have given serious study to the problems of college teaching, and that if the universities generally were to ask for such courses, the results would be disastrous.
 11. That recognition be given to the fact that much poor teaching is due to causes which courses in education can not remedy.
- D. The Teachers. We recommend:
1. That they take an interest in their teaching and their students.
 2. That they study their teaching problems.
 3. That they make every effort possible to avoid routine methods. Nothing is more deadly to teacher and student.
 4. That they consistently work at their job.

5. That they keep their research and scholarly interests alive.
6. That they avoid prejudices and recognize that educationists have some real contributions to make.

In addition to the various things which the graduate schools, schools of education, colleges, and teachers may do, it seems to us there are some things we may expect of the students themselves, because, after all, teaching and learning go hand in hand.

They should recognize that:

1. One of the main reasons for the existence of the college is for students to learn. Hence they should come to college with that purpose in mind.
2. Students develop intellectually only by means of their own efforts.
3. Social training, while desirable, is not sufficient justification for going to college.

FERNANDUS PAYNE

DISCUSSION OF PRECEDING REPORT

Dean Payne has made an able presentation of a very difficult problem, and in almost everything he has said I am happy to concur. My own idea of the problem can best be stated by using his own method. He has given advice to the Graduate School, to the College, and to the School of Education. Let me now state the way in which I should give this. Here is what I recommend:

A. For the Graduate School I recommend

1. That the graduate school clearly recognize that many of its graduates are to become teachers in colleges and universities; and that in consequence it should be willing to give careful consideration as to the means and methods the most effectively to reduce the period of apprenticeship of prospective instructors.
2. That the graduate school clearly recognize that the good college teacher should have at least three qualifications: a knowledge of the field, an ability to deepen and broaden that field, and an ability to introduce others to it.
3. That the graduate school clearly recognize that the training of the prospective college teacher should differ from the training of the prospective laboratory scientist, field worker, museum director, or bibliographer, by the following characteristics:

- (a) In knowledge of the field, it should be as deep as possible for both; but for the prospective college teacher as much additional emphasis should be placed as possible upon related fields, and different fields, to the end that the prospective professor shall have that sense of the whole range of human knowledge and that perspective so as to make him see the true place of his special discipline in the general scheme, and in particular in the general educational program of the college or the professional school.
- (b) In developing the ability to deepen the field, the graduate school has long since learned that after so thorough a knowledge of the field as possible has been mastered, the next problem is somehow or other to make the student sensitive to the gaps, the inconsistencies, the blind spots of the subject. Hence the good graduate student knows not only what the scholar knows but what he does not know. The prospective college teacher should be as sensitive to unexplored areas in college teaching and curriculum building as he is to those areas of his own subjects. Too many Galileos of science or art are the Pope Urban VIII's of collegiate education. It goes without saying for the prospective professor as well as for the researcher that knowledge of and practice in methods of research is absolutely essential.
- (c) Obviously, the prospective professor should at some stage or other in his career become a successful teacher. The best way to learn to swim is to swim. A correspondence course does not do much good. Hence at some stage in the period of preparation there should be opportunity for teaching. This may be done by assistantship, by practice teaching, or by full responsibility for class work. This should be accompanied by supervision, direction, or advice. If there had been a golf course on his island, Robinson Crusoe probably would never have been able to break 100. Practice does not make perfect. It only makes you more so, more skillful if you are skilled to begin with; less skillful if you have the wrong start. Some sort of guidance is essential. Guidance may be of several kinds.

- (1) From head professors who take an intimate part in the work.
- (2) From the rare administrative officers and deans who (1) know what good teaching is, and (2) who will reward it in promotion and salary schedules.
- (3) From other teachers or students. Sometimes two or more can band together into a mutual improvement society.
- (4) From specific courses, books, or conferences dealing with practical subjects, such as how students learn, how interests are aroused, how to arrange the curriculum, how to do one thing at a time, how to proceed from the known to the unknown, from the simple to the complex, how to examine and test, how to encourage independent thinking, how to instil the habit of work. In fact, 75 per cent of the battle of teaching is the preparation in advance, and this can be done at any time. Graduate students could and should prepare in detail extended plans for teaching large sections of their subject, and they are entitled to the best advice of their professors.

It is not important where this is done. Books can be written properly by people who know. Sometimes these are in the School of Education; sometimes in the graduate faculty. The same is true of courses. The good courses in education are probably not as good as educationists think them to be; probably not as bad as the graduate college thinks. Whatever they are at the moment, they are nothing to what they will be when we know more about it.

The graduate college should take down the tariff walls, the school of education should forego requirements, and let the best man win.

4. Just a word to the Agassiz, Pasteur, Einstein, Gildersleeve type of professor, the ideal of the graduate school. The plan for training outlined above will be very difficult for you. By the very nature of your work, you are removed from the real problem of teaching. Your students presum-

ably have more ability than college students. They can practically teach themselves. Your interest is research, your advancement has been because of it. You have not taught in a college for years. Being a specialist you are probably not up to date in other subjects, and hence as chief adviser of a student you may not encourage him to wander afield. You are a much better professor for a researcher than you are for a college instructor. My advice is for you to do all you can in deepening scholarship and in stimulating research; to be diligent about encouraging your prospective instructor to branch out; and either to interest him in teaching and give him a chance, or let someone else do it who can. This other person may be an administrative officer, a younger associate, or possibly an educationist, provided that he has taken the time and trouble to apply to the exceedingly complicated field of college teaching the methods of investigation which have yielded good results in the simple problems of early education and only reasonably good results as yet in secondary education.

B. For the College I recommend

1. You can not expect a trained instructor from the Graduate School. Presumably he may come to you with the promise of later on knowing his field, with some appreciation of related and other subjects, with the beginnings of an ability to conduct research, with an interest in teaching and with some slight familiarity in preparing to teach and possibly some classroom and laboratory experience.
2. This means that you yourself must do most of the training, just as is the case in the public schools. You must see that the instructor has the right start and that he has proper advice and guidance so that he may develop properly. Only by accident can he do this alone.
3. See to it that young professors have the time so that they can teach well, the equipment so that they be not impoverished, and the assurance of recognition of teaching excellence so that this as well as publication and research may be an assured avenue to advancement.
4. Remember that you can teach an old dog new tricks. The trouble is that you can not make him forget his old ones.

Older members of the staff, properly advised, can be improved; but the real hope lies in the younger generation.

C. To the Schools of Education I recommend

1. That you be sure that the mote is out of your own eye before you seek to remove the beam from the eyes of others.
2. That you try out your theories first on prospective teachers of education (your own field), putting full emphasis on the general as well as the technical side.
3. That when you claim to be scientific you furnish data to justify your conclusions; and when your judgments rest upon theory, that you demonstrate the practical use of the applications of this theory.
4. That the other comments of Dean Payne concerning the obvious and trivial, the limited time, the captious attitude toward others, the interest in details, his subjective judgment of what it takes to make a good teacher, his proper distaste for requirements, and his advice as to publication as contrasted with courses he taken by Schools of Education as criticisms worthy of consideration. The fact that they are not applicable to educationists alone, but to ignorant professors, foolish professors, lazy professors, self-seeking professors, wherever they may be found, even in other divisions and departments of universities both in America and abroad, should not deter you from giving these criticisms your earnest consideration.

W. F. RUSSELL

ETHICS AMONG PROFESSORS¹

The organization of a university is understood to center in a President, from whom authority is delegated to Deans, Head Professors, Professors, Associate and Assistant Professors, and Instructors. The duties, responsibilities, and privileges of each office are not, and perhaps can not be, precisely defined. It is all too well known that many occasions for disagreement arise in all of these relations. A distinct statement of obligation and responsibility in the various ranks should help toward mutual understanding. The principal contacts within the teaching profession itself were outlined, examples of agreement and disagreement were cited, and the following suggestions were made as a contribution to ethical standards.

¹ Abstract of a paper read at the fifth annual Iowa State Conference of the American Association of University Professors, held at Iowa State Teachers College, Cedar Falls, Iowa, April 30, 1932.

I. Publication: Ownership and Authorship

A research assistant who is paid for collecting specimens, bringing books, making notes from assigned references, typing, copying, drawing assigned objects, etc., involving little or no originality, has no claims to ownership in the product.

Where initiative of the assistant is utilized, a claim to ownership arises, proportional to the ability exercised. In such cases there should be an advance agreement as to ownership.

An assistant or collaborator may publish independently only by and with the consent of the director of the research.

It is a commendable courtesy for an author to acknowledge the work of an assistant. Such courtesy is creditable to both parties.

Joint authorship is cumbersome in bibliographies, and should be avoided. Adequate recognition of authorship may be made in the text.

Much credit redounds to professors whose pupils produce valuable researches—more, perhaps, than from joint authorship. But it is hardly honest to allow a pupil to claim full authorship for a "thesis" assigned, worked up, and dictated by the professor. A pupil who only collects material, cuts sections, and makes drawings for a paper has little claim to authorship.

II. Freedom of Teaching and Research

A. Method and Procedure

Assistants and instructors should follow the method and procedure assigned by the Professor in charge of the teaching or research, whenever there is such an assignment. If this can not be done happily, and a change can not be agreed upon, the assistant or instructor should resign without a sense of being wronged. It is generally wiser to select competent assistants and instructors and allow them considerable freedom to experiment. Where a certain method or procedure is essential to the work, no compromise can be made.

Teachers of professorial rank, or any teacher in charge of a course, should have the same authority in the course as the Head Professor would have. In case of serious disagreement with the Head Professor the person of lower rank may:

1. Arrange with Dean or President to proceed regardless of the Head—a very bad situation. Probably one or other will soon withdraw.

2. Get a transfer to another department.
3. Resign, making his reasons known to the Administration. A Head Professor should not permit such a situation to arise without serious cause. Should it be repeated, the Head should probably be demoted.

B. Opinion on Mooted Questions

A Head Professor should see to it that every member of the staff has the same freedom of opinion that he claims for himself. Every teacher should claim freedom of opinion as maintained by the Association. But at the present time there seems to be no defense against an overbearing department head. Local faculties and Chapters should look after this matter until such time as the Association is in position to take it up.

C. Choice of a Field of Research

Clear understanding should be had by all the staff concerning topics to be investigated. A department devoted to a limited field should so announce itself. A person out of sympathy with such a department may:

1. Arrange for his interests with the Head.
2. Failing that, obtain freedom from the Administration, involving either transfer to another superior, or curbing the power of the Head—a dangerous situation.
3. Resign, explaining causes to the Head and to the Administration.

D. Conclusions from Research

Professors should be extremely liberal in permitting publication of the results of research. Free discussion before publication should make plain any sources of disagreement. Both before and after publication controversy should proceed as freely and impersonally both in print and in speech between members of the staff as with outsiders. But "half-baked" studies by persons of whatsoever rank may well be denied publication, unless the author is prepared to meet open criticism from his associates. All criticism should be friendly and impersonal—not vitriolic—no matter how wide the differences involved. There is, however, no one empowered to withhold "half-baked" studies by heads of departments. Nor is there any safety available for the staff member who criticizes the Head. Heads of departments should welcome criticism of their publications from any

qualified party, knowing that mistaken criticism reacts most upon the the critic.

In special cases where a department determines to refuse utterance to views contrary to its established doctrines, the matter should be openly declared. If the refusal can not be publicly defended, it must not be privately maintained.

III. Tenure

Where dismissal is necessary, the responsible professor should be willing to face such an inquiry as the Association expects of Administrators on the dismissal of a professor. If judgment is placed against the Professor, he should resign his headship, or be demoted. In case of serious injustice the Head should resign from the institution or be dismissed.

A heavy obligation rests upon the person responsible for dismissal to secure suitable re-employment for the person dismissed. It must be remembered that it takes two to make a disagreement. In most cases disagreement with one department head does not infer disagreement with another. The fault is never wholly with the person dismissed. A person who is a misfit in one situation may be eminently successful in another. The best way to dismiss is to recommend to another place.

There is an equity accruing from long service, whether for professors or janitors. This equity can not be evaded. Nor can it be wholly dodged by short term appointments, whether for professors or for *dieners*.

It should always be clearly understood that a first appointment, for a specified term, may be terminated without cause at the time specified. Teachers must accept this condition without a sense of hardship or injustice.

Where serious disagreements arise after a longer term, a very heavy responsibility rests upon all parties to the controversy. Rarely, if ever, can either of the contending parties be adjudged blameless. Mismanagement is the least charge that must be made when differences arise and become insurmountable.

Conclusion

In all frankness it must be asked, what can an administration do when friction arises between a professor and another member of the

department, and the contending parties can no longer work together? They must be separated, either

- (1) Into separate departments, or
- (2) Into separate institutions.

In the latter case will the Administration part with an eminent and widely known professor, no matter how crotchety? Obviously, no. He may be shorn of his power for harm, but nothing more is likely to happen.

At the present time the junior member is absolutely at the mercy of the Head of the Department, and no one is inclined to come to his rescue. His economic and professional status is precarious in the extreme. His only hope is in the integrity and fairness of Head Professors. Unfortunately some of us know that is often a feeble hope.

It is idle to talk of recruiting scholars for the teaching profession while conditions are as stated above. Our Association must develop a higher standard of ethics within the department, and a facility for shifting personal misfits into comfortable adjustments.

HENRY S. CONARD

OTHER TITLES OF SPECIAL INTEREST

Because of increasing pressure upon the space of the *Bulletin* the following recent articles from which it was hoped that extracts might be quoted are listed by title only at this time:

The Educated Mind and a Planned Society, Summer School Commencement Address, Louisiana State University, Dean Charles W. Pipkin, reprinted by the University, Baton Rouge, Louisiana.

The Establishment of Priority in Scientific Discoveries, C. A. Browne, *Science*, vol. 76, no. 1977.

The Idea of a State University, Ernest Bernbaum, reprinted from "Literary Studies for Rhetoric Classes."

Cheap Bread and Costly Brains, W. B. Munro, *Atlantic Monthly*, December, 1932.

The Unforgotten Man, W. B. Munro, address at the Opening Assembly, California Institute of Technology, September, 1932.

Some Qualitative Effects of the Present Economic Situation on the Colleges, President Julian A. Burrus, Virginia Polytechnic Institute, printed as pamphlet.

LOCAL AND CHAPTER NOTES

CURRENT ACTIVITIES AMONG THE CHAPTERS

From the current reports of chapters the following subjects of discussion at regular meetings are selected as representative: university finance and economies, creating an atmosphere for more intensive work among students, methods of teaching, trends in revision of curriculum with reference to local problems, faculty health, financial conditions in summer schools, and the question, Shall the "C" man be educated?

A number of chapters are studying the problems formulated by the Committee on College and University Teaching.

At Iowa State College the chapter will give an All-College Honors Day dinner for the recognition of honor students late in the spring.

One chapter hopes through its discussions to secure faculty representation on the Board of Trustees.

TOPICS PRESENTED BY CHAPTERS AT THE ANNUAL MEETING

More or less related to the subjects for discussion in local meetings, the following topics are among those recommended for consideration by the Association: mutual life and accident insurance, cooperative purchasing, interference with freedom of teaching by prescription of textbooks, problems of taxation affecting the state support of higher education, campaigns against unemployment.

It is to be noted that a substantial number of topics not included in the foregoing list have been the subjects of extensive study by various committees of the Association, the results being available in reports published in the *Bulletin*. Other topics are constantly being studied by the committees and officers of the Association.

CHAPTER LETTER NUMBER 2

Chapter Letter 2, circulated February 7th, invites nominations for the chairmanship of the Committee on Encouragement of University Research and information in regard to institutions which furnish health and hospital service for members of the staff.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and forty-five nominations for active membership and forty-seven nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before March 25, 1933.

The Committee on Admissions consists of R. E. Dengler, Pennsylvania State, Chairman; A. L. Bouton, New York; H. L. Crosby, Pennsylvania; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Kenneth A. Agee (Education), Buffalo
Charles R. Anderson (English), Duke
F. G. Ballentine (Latin), Bucknell
William J. Bauduit (Mathematics), Howard University
Raymond J. Bean (Histology, Embryology), Dalhousie
Helen K. Bernard (English), Syracuse
Ruth L. Beyer (French), Baldwin-Wallace
Karl W. Bigelow (Economics), Buffalo
Alvin B. Biscoe (Economics), Bucknell
Marion E. Blake (Greek), Mt. Holyoke
Charles M. Bond (Religion), Bucknell
Walter C. Bosch (Physics), Tulane
Francis W. Bradley (German), South Carolina
Lucius M. Bristol (Sociology), Florida
Arthur S. Brown (Electrical Engineering), Arkansas
Leslie H. Buckler (Law), Virginia
James Cannon, III (Religion), Duke
Alvin B. Cardwell (Physics), Tulane
John L. Casteel (English), Oregon
Frank Coleman (Physics), Howard University
August Cook (Art), Converse
Leroy E. Cowles (Education), Utah
Alfred Crago (Educational Psychology), Florida
Leonard J. Curtis (Law), Arizona
Walfred A. Dahlberg (Speech), Oregon
Emil O. Deere (Biology, Geology), Bethany (Kansas)
John F. Dodge (Petroleum Engineering), Southern California
Lowry A. Doran (Government), Oklahoma
Katherine Dwyer (English), Syracuse
John H. Eisenhauer (Education), Bucknell
Irene D. Elliott (English), South Carolina

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

George B. Emerson (Physical Education), Boston
James G. Estes (Mathematics), Mass. Inst. Technology
Park J. Ewart (Economics), Southern California
G. Wade Ferguson (Music), Florida State for Women
Annie W. Fleming (Mathematics), Iowa State
Mable A. Fleming (English), Iowa State
Robert M. Fox (Civil Engineering), Southern California
Joseph R. Fulk (Education), Florida
Warren D. Garman (Mechanical Engineering), Bucknell
Edward W. Garris (Agricultural Education), Florida
John S. Gold (Mathematics), Bucknell
Jason C. Grant, Jr. (English), Howard University
Paul P. Grigaut (Languages), New Hampshire
Philip L. Harriman (Psychology), Bucknell
Abram L. Harris (Economics), Howard University
Richard A. Harvill (Economics), Duke
John Q. Hays (English), Texas Agricultural and Mechanical
Margaret V. Hoffman (English), Virginia State Teachers (Harrisonburg)
Byron S. Hollinshead (Philosophy), Bucknell
Mable D. Holt (History), Oklahoma Agricultural and Mechanical
John T. Horton (History), Buffalo
R. H. Howard (Agricultural Economics), Florida
Charles H. Huffman (English), Virginia State Teachers (Harrisonburg)
Leonard Z. Johnson (English), Howard University
Ruben C. Johnson (Civil Engineering), South Carolina
William T. Johnson (History), Bucknell
Richard N. Jones (Physics), Buffalo
Nona I. Jordan (Home Economics), Kent State
Ernest E. Just (Zoology), Howard University
Lester S. Kellogg (Statistics), Buffalo
Howard P. Kelsey (English, History), U. S. Naval Academy
Ernesto R. Knollin (Physical Education), Oregon
Philip A. Lehenbauer (Botany), Nevada
E. C. A. Lesch (English), Oregon
Edward E. Lewis (Economics), Howard University
George M. Lightfoot (Latin), Howard University
Alain L. Locke (Philosophy), Howard University
W. Norwood Lowry (Physics), Bucknell
R. H. Lush (Dairy Husbandry), Louisiana State
Margaret McCarten (Art), Moorhead State Teachers
Edmund D. McGarry (Economics), Buffalo
Donald Mainland (Anatomy), Dalhousie
Raymond E. Manchester (Mathematics), Kent State
H. L. Marshall (Physical Welfare), Utah
H. C. Mills (Education), Buffalo
Lottie E. Munn (Chemistry), Lake Erie
Alex J. Nemzek (Physical Education), Moorhead State Teachers
T. Ernest Newland (Educational Psychology), Bucknell

Charles S. Parker (Botany), Howard University
George A. Parkinson (Mathematics), Wisconsin
Paul M. Patterson (Biology), South Carolina
Julian J. Petty (Geology), South Carolina
Joseph L. Picard (Physical Education), Arizona
George L. Pierce (Music), Grinnell
Zareh M. Pirenian (Mathematics), Florida
Daniel L. Preston (Music), Moorhead State Teachers
Leonard C. Price (Mechanical Engineering), Arkansas
Fredda D. Reed (Botany), Mt. Holyoke
Margaret R. Richter (English), Arkansas
Edith R. Schneckenburger (Mathematics), Wilson
William H. Schuyler (Chemical Engineering), Bucknell
William H. Sewell (Spanish), U. S. Naval Academy
Sidney E. Smith (Law), Dalhousie
William F. Smith (Spanish), Tulane
Valaurez B. Spratlin (Romance Languages), Howard University
Linton Stevens (French), Florida
Stuart M. Stoke (Education), Mt. Holyoke
Herbert Sugden (English), Duke
Francis C. Sumner (Psychology), Howard University
John D. Sumner (Economics), Buffalo
Charles H. Thompson (Education), Howard University
George G. Town (Chemistry), Wisconsin
Fred W. Traner (Education), Nevada
H. W. Widener (Economics), Buffalo
Robert H. Wienefeld (History), South Carolina
Beatrice B. Williams (Art), Florida State for Women
Wyman L. Williams (Mathematics), South Carolina
Myrtle L. Wilson (Home Economics), Virginia State Teachers (Harrisonburg)
Dudley W. Woodard (Mathematics), Howard University
Joseph J. Woolket (Modern Languages), Texas Agricultural and Mechanical

NOMINATIONS FOR JUNIOR MEMBERSHIP

Roscius H. Back (Military Science), Oregon
Margaret Callaghan (Sociology), Columbia
U. P. Davis (Mathematics), Florida
Charles A. Fisher (Business Administration), Susquehanna
Alfred B. Garrett (Chemistry), Kent State
Marvin George (Music), Morehead State Teachers
William T. Hicks (Economics), Florida
William S. Hoole (English), Duke
Marjorie F. Kimball (Spanish), Pennsylvania College for Women
Blanche I. Loudon (Education), Moorhead State Teachers
C. P. Lura (Education, Psychology), Moorhead State Teachers
Ross C. McCardle (Cytology), Temple
Helen McClaffin (Music), Kent State

Sam W. McInnis (Mathematics), Florida
Richard O. Malcomson (Biology), Temple
Pat Merrick (English), Oregon
Paul I. Miller (History), Ohio State
Dorothy Moody (English), Yale
Elford C. Morgan (History, Social Science), Converse
Harold J. Noble (History), Oregon
Leslie M. Oliver (English, History), U. S. Naval Academy
Henry J. Pettit, Jr. (English), Oregon
Luther A. Pflueger (Languages), Tennessee State Teachers (East)
Morgan C. Rochester (Agricultural Economics), Florida
E. Benton Salt (Physical Education), Florida
Leon F. Sensabaugh (History), Birmingham-Southern
B. O. Smith (Education), Florida
T. Lynn Smith (Sociology), Louisiana State
Wendell B. Smith (English), Oregon
Phyllis D. Swann (Psychology), Mt. Holyoke
Harold J. White (Bacteriology), Delaware
Thomas C. Wiggins (Psychology), Louisiana State
S. Metella Williams (Library Science), Louisiana State
Nora Ziegler (English), Trinity

SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Ralph K. Allen (English), Washington State Normal (Cheney)
Floyd H. Allport (Psychology), Syracuse
J. Olson Anders (History), Bethany (Kansas)
Gustave O. Arlt (German), Indiana
William R. Barnhart (Religion), Hood
James R. Beck (Geography), Kent State
Joseph Begala (Physical Education), Kent State
John L. Blair (Education), Kent State
L. L. Briggs (Economics), Vermont
Alice Camerer (Geography), Detroit
Jay A. Carpenter (Mining), Nevada
Harvey L. Carter (History), Ursinus
Harry J. Deuel, Jr. (Biochemistry), Southern California
Gilbert H. Dunstan (Engineering), Southern California
Frances H. Ellis (German), Indiana
R. E. L. Kittredge (Romance Languages), Buffalo
John T. Lanning (History), Duke
Arthur K. Leberknight (Pharmacognosy), Temple
Douglas B. Maggs (Law), Duke
Grace N. Martin (German), Indiana
Lewis A. Maverick (Economics), California (Los Angeles)
Bertha L. Nixon (Home Economics), Kent State
Myron G. Phillips (Speech), Wabash

James K. Pollock (Political Science), Michigan
Joseph M. Purdie (Romance Languages), Naval Academy
Lila L. Riddell (Home Economics), Georgia State for Women
John A. Sellers (Chemistry), Michigan State Normal
Jasper L. Stuckey (Geology), North Carolina State
Florence M. Sublette (Music), Kent State
G. Hazel Swan (Education), Kent State
John W. Thomas (Extension), Northern Normal and Industrial
C. James Velie (Music), Kent State
J. Clay Walker (German), Tulane
Catherine Williams (Music), Hood

SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR MEMBERSHIP

Donald S. Berrett (German), Indiana
James A. Bradley (Medicine), Louisiana State
Clarence L. Cook (Chemistry), Kent State
Charles H. Cross (Education), Arkansas
Albert De Groat (Pathology), Arkansas
Elmer Ende (Music), Akron
Hugh B. Gordon (Chemistry), Alabama Polytechnic
Alton Gustafson (Biology), Williams
Sydney R. McLean (English), Yale
Mildred B. Mitchell (Psychology), Yale
Zach Savage (Agricultural Economics), Florida
Charlton W. Tebeau (History), Iowa
Nora E. Wittman (German), Pennsylvania State

Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available section at a charge of \$1.00 per line for the first insertion and 50% of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Vacancies Reported

Economics: Assistant professor, man, eastern university. Instruction in money and banking, and principles of economics. Opportunities to establish bank contacts, and to carry on research. V 584

German: Instructor, eastern college, beginning September, 1933. Man of unusual attainments, high scholarship; experience and research. V 582

Psychology: Substitute for professor on leave, man, eastern college, 1933-34. Ph.D., room, board, and small salary. V 586

Speech and French: Instructor, man preferred, western state normal school. M.A. or Ph.D. Salary, \$1800. V 587

Zoology: Instructor, man, southern university, 1933-34. Doctorate, specialist in physiology. Salary, \$1500-\$1800. V 580

Zoology: Instructor or assistant professor, woman, eastern college for women, beginning September, 1933. Ph.D., teaching experience. V 583

Teachers Available

Architecture: Man, M.S., seven years' university teaching experience; history of architecture and art. Four years' residence and travel abroad. A 480

Biology: Ph.D. Cornell. Eight years' experience college and university teaching, three years' government experience. Available at once. A 481

Biology: Ph.D. Exceptionally broad training. Three years' successful teaching, three years' post degree study. Publications. Available September 1, 1933. A 482

Biology or Zoology: Man, 35, married, Ph.D. Head of biology department in small college seven years. Four years' teaching experience in large university. Research. Publications. Available fall of 1933. A 483

Botany: Man, 41, married, Ph.D. Missouri. Twelve years' experience in botanical teaching and research. Publications. Plant physiology, plant pathology, and plant chemistry. A 484

Botany or Biology: Married, Ph.D. Chicago. Seventeen years head of college biology department. Administrative experience. Research. Publications. Desires position with larger opportunity for service and advancement. A 485

Botany and Genetics: Married, Ph.D. Thirteen years' university teaching experience. Research in genetics. A 486

Chemical Engineering: Ph.D. 1932. Industrial experience. A 487

Chemistry: Ph.D. Nine years' successful experience in college and university teaching. Research. Publications. Available at once. A 488

Chemistry (Inorganic and Physical): Man, 30, married, Ph.D., Ohio State. Eight years' successful college and university teaching. Research fellow, California Institute of Technology. Publications. Available September. A 512

Classics: Man, married, M.A., near Ph.D. Six years' teaching experience, four in large university. Available June or September, 1933. A 489

Classics: Man, Ph.D. Harvard. Years of college experience. Wishes to teach classic languages and art. Available 1933. A 490

Classics: Young woman, Ph.D. Hopkins, seeks position giving college or university teaching experience. Available September. A 527

Classics and Classical Archaeology: Woman, Ph.D., experienced teacher, foreign study. A 528

Economics: Three years' full-time teaching. Present year devoted to completion of Ph.D. Available June, 1933. A 491

Economics and Business Administration: Young man, Ph.D. Now full professor. Publications and research. Nine years' college teaching. A 492

Economics, Business Administration: Ph.D. Six years' teaching. Public accounting experience. Publications. Available fall, 1933. A 493

Education: Man, 38, married, Ph.D. Cincinnati. Several years of college experience. Major educational research, minors in supervision and secondary education; opportunity for research desired. Available at once. A 494

Education: Ph.D. Chicago, Columbia. Ten years in state university offering courses in education and directing graduate work. Professorial rank. Publications. Desires transfer. A 495

Education (School Administration and Finance): Young man, Ph.D. Nine years' successful college teaching. Publications in school finance. A 496

Education, Sociology: Man, 33, single, Ed.D. Stanford. Eight years' teaching experience. Publications. Desires college position. A 497

Educational Administration: Ph.D. Specialist in school law. Ten years' teaching. Research and publications. Would accept part-time teaching or research in a university. A 529

English: English and American degrees. Assistant professor; ten years' experience. Author and editor of texts. Special interest in Elizabethan period, eighteenth century, and European drama. Available summer session 1933, or academic year 1933-34. A 498

English: Man, married, Ph.D. Yale. Six years' experience as college department head, four years' experience in college administration. Platform experience. Desires position in teaching or administration, or combination of the two. A 499

English: Married, Ph.D. Virginia, 1928. Publications and platform experience. The drama and novel. Available fall of 1933. A 500

English: Ph.D. Harvard, 1921. Ten years' experience directing graduate work. Foreign travel. Research. Publication. Comparative literature in Middle Ages. Professorial rank; opportunity for research desired. A 501

French: Man, A.M., near Ph.D. Twelve years' teaching experience in large university. Now assistant professor. Spanish, if desired. Available June, 1933. A 502

French, Spanish, German, Latin: Man, Ph.D., 20 years' successful teaching experience in accredited colleges. Now head of department. Training based on broad classical foundation. Available for summer or fall of 1933. A 503

German: Man, 38, Ph.D. Six years' teaching experience; German residence, partly American education, world-wide travel, several languages. A 504

German: Man, Ph.D. Fifteen years' experience in middle western and southern institutions; acting head of German department four years in eastern women's college. Travel in Germany. Author of textbook. A 505

German or French: Man, 37, native German, "*Staatsexamen*," Ph.D. Michigan. Six years' teaching experience; publications. A 506

Health and Physical Education: Man, 33, married, candidate Ph.D. Ten years' experience, director college physical education department and athletic coach. A 507

History: Man, 29, single; M.A. American history and subsequent work toward Ph.D. medieval Europe. Eight years' successful university teaching. Available summer or fall, 1933. A 508

History and Government: Ph.D., LL.B. Harvard; eight years' experience; now engaged in research. Wishes opportunity to teach introductory course in one of above, or pre-law course. A 509

History or Art: Man, M.A. Yale, near Ph.D. Seventeen years' university teaching, five as head of department. A 510

Journalism: Man, M.A., professor and department head, twelve years. Present, permanent appointment class "A" journalism school. Graduate work history, psychology. Weekly, small city daily, metropolitan newspaper experience. Publications. Editorial, teaching, administrative record. A 511

Marketing and Advertising: M.A., course work and languages removed for Ph.D. Present position, assistant professor in midwest university. Available in September. A 513

Mathematics: Candidate Ph.D. M.I.T., June. Now a part time instructor, desires a full time position beginning in September. Nine years' college teaching experience. Wife has taught college piano five years. A 514

Mathematics: Man, 30, married, Ph.D. Seven years' university teaching. Now assistant professor in a southern university on permanent appointment, but desires transfer to liberal arts college or university in northeast. Especially successful in molding mathematics work to liberal arts point of view. A 515

Mathematics: Woman, A.M. Chicago, 1928. Five years' successful college and university teaching experience. Work for Ph.D. well advanced. A 516

Music: A.B. Superior training here and abroad. Nine years' college experience. Piano, also theoretical courses. A 517

Music: Man, married. Honor graduate. Extensive study and research. Publication. Fifteen years' teaching and administrative experience in college. Piano, also theoretical courses, conducting.

A 518

Philosophy: Ph.D. Twelve years' college and university experience; now associate professor in eastern college. Available September, 1933.

A 519

Philosophy, German (majors), Psychology: Ph.D. Fourteen years' experience.

A 520

Physics: Man (family and dependents), eleven years' experience university teaching; one year European travel. Now on leave studying, desires connection September, 1933.

A 521

Physics: Ph.D. Princeton, 1927; twelve years' university teaching and research; men's, women's, and co-educational institutions in Canada and U. S. A. At present assistant professor large eastern institution; desires change. Publications. Vitally interested in teaching; active in research. Available July, 1933.

A 530

Physics, Radio Engineering: Ph.D. Wisconsin, 1932. Graduate work at Munich and Cornell. Publications. Interested in teaching and research. Available fall or summer, 1933.

A 522

Political Science, Economics: Ph.D. Four years' experience in professorial capacity, three fellowships. Public administration and public finance. Publications. Desires either teaching or research. Available fall or summer, 1933.

A 523

Political Science, History: Ph.D., LL.B. Three years' teaching.

A 524

Spanish, French: Man, 35, married, M.A. Eight years with prominent university. Available 1933.

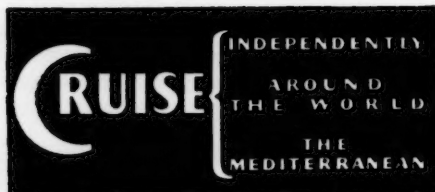
A 525

Zoology or Biology: Man and wife, Ph.D. and M.A. Several years' teaching experience. Will accept joint position or for husband alone.

A 531

Zoology or Biology: Woman, M.A. 1928. Three years' successful experience in university teaching. Seeks possible permanent appointment or graduate assistantship with opportunity for research. Available September, 1933.

A 526



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